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AUTHOR Fortman, Kathleen J.
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ABSTRACT

Designed for use with junior and senior high school students, this manual outlines procedures for recruiting and training counselors to work with upper elementary students in a resident outdoor education setting. Counselors can provide the additional leadership necessary when caring for large groups of students 24 hours a day. However, their success and the ensuing success of the resident program depends upon adequate training of the high school counselors prior to the camping experience. Each section in this book represents one meeting. Ten topics are covered at as many meetings. These topics are: recruitment, course purpose and orientation, camp safety and first aid, games and dramatics, night hikes, methods for working with sixth graders, the counselor's role, camp problems, hidden responsibilities, and nature awareness. Sections are comprised of counselor handouts, arranged in the order of distribution. An introductory sheet for each meeting describes the general purpose of that session and the specific purpose of each handout. (DC)

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COUNSELOR TRAINING MANUAL

F O R

RESIDENT ENVIRONMENTAL EDUCATION CAMP

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INTRODUCTION

Each year an increasing number of schools and camps in Ohio become involved in resident outdoor education programs for young students. Participating educators work hard at developing programs that reflect the interests and needs of students, teachers and the school system. However, many programs have been stopped because of a lack of funds or support from the parents, a change or lack of interest from school staff, a reallocation of monies in the system's budget, or an unhappy camp experience by students or teachers.

This counselor training manual was prepared as a guide to help eliminate some of the pitfalls that teachers meet when initiating a resident outdoor experience. When caring for students for 24 hours a day, properly trained high-school-aged counselors are a benefit for both educators and campers. The manual identifies how to recruit high school counselors, techniques useful in helping establish relationships between and among counselors and campers, strategies for helping counselors identify and solve problems, and forms useful in answering questions concerning resident programs.

This manual has been prepared by the Education Section of the Office of Public Information and Education of The Ohio Department of Natural Resources. The materials have been developed by Kathleen J. Fortman, who has been Resident Environmental Education Director of the Newark City Schools since 1975. Newark has had a continuous camping program for sixth-graders since 1967. Ms. Fortman used many educational resources for ideas and activities. These have been identified where possible.

Educators thinking of using high school students as resident camp counselors will find this publication useful in developing a training program. The manual is divided according to meetings. Handouts are briefly explained at the beginning of each section and are arranged in the order of distribution. Since each camp facility is different and school systems have different needs and interests, outlines or habitat studies are not included. Materials exist on outdoor activities and school camping programs, but little counselor training information is available. This is a first attempt to help teachers capitalize on this hidden resource.

COUNSELOR RECRUITMENT

Because of the vast number of high school students that make application for Newark's Resident Environmental Education Program, the interviewing process is detailed. During the third week of classes in the fall, all interested juniors and seniors are invited to a slide presentation which outlines the counselor's training program. The following forms are used in recruitment:

RESIDENT ENVIRONMENTAL EDUCATION COUNSELOR TRAINING is given to each junior or senior upon entering the gym. After the slide show, every facet of the responsibilities and credit is discussed. After answering all of their questions, students interested in being a counselor are given an application form. Students may sign up for an interview that evening or any time during the next four weeks in the REE Director's office.

RESIDENT ENVIRONMENTAL EDUCATION COUNSELOR APPLICATION gives the necessary background information on prospective counselors.

HINTS FOR INTERVIEWING CAMP COUNSELORS identifies questions that give a better understanding of the student's outside interests, extracurricular activities, how they might handle a homesick camper, and how they perceive experiences in their lives.

REE CHARACTER REFERENCE FORM is used to reinforce feelings through feedback on how the applicant has performed for another adult.

After personally interviewing all applicants and contacting the character references of questionable applicants, the high school guidance counselor is approached for further information. Then a panel of five returning senior counselors assists in rating the applicant's ability to work with sixth-grade campers. This and the above forms help in the selection of 125 counselors and 25 alternates out of 300+ applicants. The final form CONGRATULATIONS is sent to each successful junior and senior. It shares with them the expectations of the camp director and their responsibilities as a potential counselor.

RESIDENT ENVIRONMENTAL EDUCATION COUNSELOR TRAINING

NEWARK CITY SCHOOL DISTRICT

INTERVIEW - With the REE Director, plus application.

SELECTION - Based on application, interview, character references, and qualifications.

TRAINING - Ten (10) meetings: one per week, plus a visit to CAMP OHIO and The Dawes Arboretum, totaling 30 classroom hours of training. Training meetings will be Monday and Tuesday evenings of each week from 6:30-9:00 PM. (Counselors must attend one night)

INCLUDES:

(1) Nature exploration training

(2) Psychology of the sixth-grader in a camp atmosphere.

(3) Camp procedures, rules, and schedules

(4) Encounter (people-to-people) groups

(5) Hypothetical situation studies

(6) Habitat studies and how to teach them

(7) Square/Folk dancing; singing; creative dramatics

(8) First Aid for camp situations

(9) Responsibilities, supervision

(10) Flag ceremonies; meal procedures; what is a wishboat?

CAMP - Commences Monday, March 3rd, 1980, and runs through Friday, May 2nd, 1980; seven (7) weeks total, around spring vacation. All sessions are Monday through Friday.

Each counselor chosen attends for one week.
One to three counselors per cabin; maximum 15 campers per cabin.

RESPONSIBILITIES INCLUDE:

24 hour/day supervision of YOUR campers!
Assist teachers in Habitat Study teaching.
Have all school work completed before attending camp, if required by teacher.
Complete a counselor log for evaluation.
Assist in fundraising projects for campership/counselors $35.00.

HAVING COMPLETED ALL OF THE ABOVE-MENTIONED QUALIFICATIONS, 1/4 CREDIT WILL BE ADDED TO YOUR HIGH SCHOOL RECORDS IN:

RESIDENT ENVIRONMENTAL EDUCATION COUNSELOR TRAINING!

JUNIORS AND SENIORS ONLY

RESIDENT ENVIRONMENTAL EDUCATION
COUNSELOR APPLICATION

NEWARK CITY SCHOOL DISTRICT

Name_____ I prefer to be called_____

Address_____ Home Phone_____

Junior____ Senior____ Class of 19__ Grade Point Average_____ Years living in community_____

Career plans after high school _____

_____

Names and ages of siblings Brothers_____

Sisters_____

List two adult character references other than family. One reference should be a teacher at N.H.S. Always notify person you intend to use as a reference.

_____

Name of Teacher Room number Subject teaches

_____

Name Address Relationship

List special talents which you could use in a school-camp situation.

_____

_____

What specific commitments do you have in the winter and spring?
(i.e. concerts, sports, banquets)

Winter_____

Spring_____

List any environmental education experiences you have had and when.
(i.e. Scouts, Camps, Schools)

_____

_____

Have you ever attended our camp program as a camper or counselor?

Camper____ School you attended_____ Year____ Teacher_____
Name of your counselor(s)_____

Counselor____ Week attended____ Habitat_____ Teacher_____

Please list any special health problems_____

WHY WOULD YOU LIKE TO BECOME A COUNSELOR IN NEWARK'S REE PROGRAM? WHAT MAKES YOU DIFFERENT FROM OTHERS APPLYING? _____

_____

RETURN THIS APPLICATION TO THE REE OFFICE AT LEAST 24 HOURS PRIOR TO YOUR INTERVIEW

WHO ARE YOU, AND HOW DID YOU GET TO BE THAT PERSON?_____

IF YOU WERE ASKED TO GIVE A TALK ON "YOUTH TODAY," WHAT ARE SOME POINTS YOU WOULD MAKE?_____

YOUR CABIN GROUP IS MAKING FUN OF A SLOW LEARNER (E.M.R.) IN YOUR CABIN. HOW WILL YOU HANDLE THE SITUATION? _____

SHARE SOME CONSIDERATIONS YOU'VE BEEN THROUGH IN THE PROCESS OF DECIDING TO ENTER A CAREER AFTER HIGH SCHOOL_____

FOR INTERVIEW - DO NOT WRITE IN THIS BOX

1. _____
2. _____
3. _____
4. _____
5. _____
6a _____
6b _____
7. _____
8. _____
9. _____
10. _____

PICTURE

ATTACHING A PICTURE AND SHOWING UP FOR YOUR FIRST SCHEDULED APPOINTMENT ARE PART OF THE RESPONSIBILITIES/REQUIREMENTS OF YOUR INTERVIEW!!! THEY COUNT TOWARD YOUR SELECTION AS A COUNSELOR!!!

HINTS FOR INTERVIEWING CAMP COUNSELORS

NEWARK CITY SCHOOL DISTRICT

Since this may be the first interview for a high school student, taking two minutes to set the stage for the interview may help ease an anxious applicant.

- *Introduce yourself.*
- *Identify why the interview is important in choosing counselors and how it affects the program. You may wish to include statistics on:*
  - *number of applicants*
  - *number chosen as counselors*
  - *number of total elementary students served*
  - *number of elementary students each week*
  - *number of students they will be responsible for*
- *Invite them to ask questions at the end.*
- *The following suggested questions should be elaborated on by using phrases that help the interviewee better understand what you are asking or by stating the question several different ways. It gives the person a moment to think about an answer.*

1. What do you remember (positive or negative) about camp when you were a camper/counselor?

2. What do you feel is <u>the</u> most traumatic thing you have experienced?

3. What do you feel is the happiest moment in your life?

4. What do you feel is the kindest thing you have done for another person?

5. If I made you a counselor today, and camp began Monday, what types of things would you feel apprehensive about in your role as a counselor? (Returnees: Did last year's training program prepare you for the situations you encountered at camp?)

6. a) Why do you want to go to camp?
   b) Why should I pick you? What have <u>you</u> got to give those sixth-graders?

7. HOMESICK SITUATION: (choose one)
   - You return with a group from class to find a loner/crier in the cabin.
   - Bell rings for your cabin to set tables but a crier refuses to budge.

8/9. HYPOTHETICAL SITUATIONS: What extracurricular activities are counselors interested in? (How do counselors spend their leisure time?)

8. Rainy Sunday Afternoon (what would you do with <u>five</u> free hours?)
9. Nice sunny 70° Sunday (what would you do with <u>five</u> free hours?)

10. What do you think is <u>the most important</u> thing that you have ever learned about others or about yourself?

NEWARK CITY SCHOOL DISTRICT

R.E.E. CHARACTER REFERENCE FORM

_____has made application to be a participant in the Counselor-in-Training Program for Camp Ohio, Resident Environmental Education. Your name was given as a reference. This program is designed to train young persons in a leadership role with children, to put that knowledge to work for a week with a cabin of students at REE camp in the spring. Will you please help me by checking under the heading which most nearly describes the applicant.

Please return this reference rating by _____. Thank you.

_____
Kathleen Fortman, Camp Director
Newark Senior High School
Wright Street
Newark, Ohio 43055

PERSONAL QUALITIES	Excellent	Above Average	Average	Below Average	No Chance To Observe
1. Sense of humor					
2. Enthusiasm/initiative					
3. Acceptance of responsibility					
4. Flexibility and adaptibility					
5. Willingly completes projects					
6. Willingly helps others					
7. Leadership with peers					
8. Leadership with children					
9. Integrity/honesty					
HEALTH AND APPEARANCE					
1. First impression					
2. Neatness/grooming					
3. Poise/self-assurance					
4. Healthful/energetic					
5. Emotional stability					

What potential do you feel this applicant has as a leader? Please comment:_____

_____

_____

If you were directing a camp, or had a child attending our camp, would you want this applicant caring for 11 or 12-year-olds on a 24-hour basis? Explain.

_____

_____

Date_____ Signature_____

Occupation_____

CONGRATULATIONS

November 7th, 1979

Congratulations are in order for being selected as a Resident Environmental Education Camp Counselor for the 1979-1980 school year. From your application, interview, character references and ability, you qualify to undertake the responsibility of 15 sixth-graders for one week.

You are among 274 persons who applied this year; 152 were chosen as REE counselors. Your responsibilities are many. There are over 800 sixth-graders waiting out there to meet you in March and April. They are from three school systems including Newark, Heath and Newark Parochial and represent 33 classrooms. You will be meeting over 100 new people during one week in 1980 and you will know at least 15 of them intimately at the end of that week.

You are important because without you and your talents, these campers cannot have this experience! Our job responsibilities are to all of those 800 students. If it comes right down to priorities--those children, each and every one of them, come first! To help you prepare to meet these responsibilities, you will be involved in an extensive counselor training program.

In the past when it came right down to listening to excuses from counselors about why they could not make a training meeting, or why their grades were slipping or some other problem they have had that concerned REE--immediately I have imagined one of those counselors with a cabin full of children. If the counselor's effectiveness with children was doubted, that counselor was eliminated from the training list. With the large number of alternates interested in becoming counselors, I chose the one in whom I had most confidence.

Contrary to what some of you may think, this is not a "Mickey Mouse Outfit." Keeping up your attendance and doing a snow-job on the Director will not enable you to legally leave campus for one week next spring. You should not be asking yourself how you can IMPRESS the Director. You will impress everyone by being the kind of person that children will trust with their love and loyalty. If you are a fake, campers will know it. If you don't really care to spend your time with them or if you would rather cut-up with some other counselors, they will show you in many ways what such insincerity means. KIDS KNOW! They sense when the REAL YOU wants the best for each of them. If you are sitting around thinking of ways to get by, please remember that those kids will pass judgment on you in the first 24 hours you are together.

Clearly, I want you to understand what I expect from you. You will always be treated fairly, but if you think that you are not, you should take that up with me. My background as a camper, counselor, counselor-in-training director, program director, and now camp director with five years experience has prepared me to teach you all of the things that you need to know to be a good counselor. <u>What you do with this information will determine your success!</u> You are required to attend weekly meetings. I, as well as other speakers, will need your undivided attention. <u>PLEASE LISTEN AND ABSORB!!</u> At times it may seem boring or unnecessary to you, but it would not be included if you couldn't use it sometime during your week of camp. Camp will be great, but by preparing for it, it will be FANTASTIC!! See you next Monday or Tuesday evening, 6:30 p.m. SHARP ! ! ! !

Kathleen J. Fortman, REE Director

MEETING #1

This first meeting deals with the purpose of the training course, as well as an introduction of what is expected of each counselor, both before and at Resident Environmental Education camp. The program includes the following handouts:

THE TRAINING SCHEDULE is shared the first day. All dates are covered verbally so that counselors realize the commitment that must be given for this program. Because of the large number of participants (150), identical meetings are held twice each week. Counselors must attend one.

THE CAMP COUNSELOR identifies some of the situations that counselors may be encountering at camp.

ENVIRONMENTAL EDUCATION-A DEFINITION gives a director's view of what the program offers campers.

WHAT YOU SHOULD DO WHEN was developed by Cindy Gates, Newark's previous Resident Environmental Education Director. It helps counselors understand what their specific responsibilities will be in given situations.

CHARACTERISTICS OF A GOOD COUNSELOR lists traits, techniques and qualities needed for a successful staff.

CAMP IS FOR THE CAMPERS identifies typical campers and how a counselor can establish a positive relationship with each camper.

DAILY SCHEDULE provides counselors and campers an overview of the week's activities. From the schedule everyone knows who, what, when and where.

NEWARK CITY SCHOOL DISTRICT

NOVEMBER

			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

TRAINING SCHEDULE

MEETINGS ARE HELD ON MONDAYS AND TUESDAYS. YOU MUST ATTEND ONE IF TWO ARE SCHEDULED DURING ONE WEEK. IF ONLY ONE MEETING IS SCHEDULED THAT WEEK, YOU MUST ATTEND IT!!

NOVEMBER:

12-13	Introduction, Schedules.
19-20	First Aid Hypothetical Situations.
26-27	Ice-Breakers, Creative Dramatics.

JANUARY:

7- 8	Nature Training.
14-15	Psychology of a Sixth-grader.
21-22	Rank Order, Forms, Habitats.
28-29	Crisis Center: Psycho-Social Drama

FEBRUARY:

4- 5	Responsibilities of a Counselor.	
10	Nature Training at Dawes Arboretum.	
11-12	Habitats.	
18-19	Folk/Square Dancing @ North Elementary w/Mrs. Sussman.	6-9 pm
26	Meeting with sixth-grade teachers in habitat groups.	3:45 pm
29	Training @ CAMP OHIO: habitats, schedules, facilities.	1-9 pm

All meetings will be held at Newark High School in Room 101-C unless otherwise stated. Attendance will be taken at all meetings. Please be prompt so that meetings will not last longer than expected. All meetings will run from 6:30-9:00 PM unless otherwise specified.

If school has been cancelled because of snow, class will not be held. Please listen to WCLT (1430) or WHTH (1000) for cancellations prior to that night's class.

Fundraising activities include candy sale (November), pizza sale (January), McDonald's coupons (February), car washes (spring), and anything else we can think of to help us raise $35.00 per counselor, AS WELL AS CAMPERSHIP MONEY for students in sixth grade who cannot afford camp fees!

CAMP COUNSELOR - WHAT YOU ARE*

Somewhere between adolescence and adulthood there occurs in human development an age which is physically and psychologically impossible.

It is that unfathomable stage known as the camp counselor, a creature undefined by psychologists, misunderstood by camp directors, worshipped by campers, either admired or doubted by parents and unheard of by the rest of society.

As the camp counselor you are a rare combination of doctor, lawyer, Indian and chief. The counselor is a competent child psychologist with a sophomore text book as proof. You're an underpaid babysitter with neither television nor refrigerator. A strict disciplinarian with a twinkle in your eye. A minister of and to all faiths with questions about what you think, feel or believe.

You are a referee, coach, teacher and advisor. A counselor is an example of the ultimate in worn out tennis shoes, a sweatshirt two sizes too large and a hat two sizes too small. You are a humorist in a crisis, a doctor in an emergency, and a song leader, entertainer and play director.

You are an idol with your head in a cloud of woodsmoke and your feet in the mud.

You are a comforter in a leaky tent on a cold night, and a pal who just loaned someone your last pair of dry socks. You are a teacher of the out-of-doors, knee deep in poison ivy.

A counselor dislikes reveille, waiting in line, inspection and rainy days. You are fond of sunbathing, exploring, teaching new games, an old car named Henrietta and days off. You are handy for patching up broken friendships, bloody noses and torn jeans; good at locating lost bathing suits, fixing ax handles, playing the uke and catching fish. You are poor at crawling out of bed on rainy mornings, remembering salt for cookouts and getting to bed early

A counselor is a friendly guide in the middle of a cold, dark, wet night on the long, winding trail to the latrine. You are a dynamo on your day off, exhausted the next day, but recouperated in time for the next day off.

You cure homesickness, air out wet bedding, play 16 games of pick-up sticks in succession, whistle Dixie through your fingers, carry two packs, speak pig Latin in French, stand on your hands, sing 37 verses of "You Can't Get to Heaven" and eat four helpings of Sunday dinner.

A counselor is expected to repair ten years of damage to Pat in ten days, make Julie into a woman, rehabilitate Jody, allow Bill to be an individual and help Mickey adjust to a group.

You are expected to lead them in fun and adventure even when your head aches; teach them to live in the out-of-doors, even when you spend nine months of the year in the city; teach indigenous activities when you can't even spell and say the word; guide youngsters in social adjustment, when you haven't reached legal age; insure safety and health with a sunburned nose, a bandaid on your thumb and a blister on your heel. For all this you are paid enough to buy a second text in psychology, some aspirin, some new socks, two tires for Henrietta, and some new tennis shoes. Everyone wonders how you can stand the pace and the pressure. We wonder if you really know how much camp counselors are worth. We realize we can never pay you enough, when, as you leave at the end, you wave goodbye, and say, "See you next year."

*Adapted from *What is a Counselor,* by Phyllis Ford, University of Oregon, Camping Magazine

ENVIRONMENTAL EDUCATION-A DEFINITION

The following is included for you to read, ponder or just enjoy. It helps Newark's counselors understand a director's perspective. It was written by Cindy Gates (1971-1975 REE Director, Newark Schools), in response to a question for a course final at The Ohio State University in 1974. The question was:

GIVE A DEFINITION OF ENVIRONMENTAL EDUCATION
THAT YOU FIND USEFUL: EXPLAIN AND DEFEND IT.

Environmental education is an attempt to create a positive awareness of all things and people touching an individual or group of individuals and guiding them toward a compassionate sensitivity to that environment.

I suppose because I am so close to all the misconceptions about environmental education I tend to be very idealistic in my definition. That is not an apology because I think I am right. But, because you use the word "defend" in your question, and because I have been waiting for an opportunity to defend my program which some call Outdoor Education, I am going to take this opportunity.

It is my belief that the often strict confines of the indoor classroom do not allow enough relaxation for honest interaction.

Our program offers habitat studies, nature study, water testing, soil testing, flag raising, square dancing, mediocre meals, young counselors, tired teachers, and an over-worked, underpaid director. But none of those is the point. Who cares how much pH is in the water or acid in the soil or hours in the day or dollars in my check? The point is that a child came to our program after seeing his father kill his mother, a child who does nothing but watch T V and eat junk; a child who couldn't bring a blanket to camp because his brothers and sisters would have no blanket for the bed they all shared---this 11-year-old boy said, "It really smells good out here" and "Mrs._____ is wearing <u>jeans</u>!" and "Miss Gates, I love you." But what we did was to help him slow down and look and learn and live and pay attention and <u>care</u>. And the last day of camp I overheard him talking a friend out of sneaking a chipmunk home because he didn't want it to die---because it belonged where it lived.

Environmental education is the excuse education has always wanted to relax--- to be real---and to give some meaning to books and tests and teachers and other living things. Idealistic? -- You bet it is. But if it isn't accomplished somewhere in your life you might not ever learn to care.

So we take children, put them in a beautiful, ideal "world" and let them <u>be</u>! And you won't find that in one of our lesson plans. <u>THAT'S</u> Environmental Education!!

NEWARK CITY SCHOOL DISTRICT

WHAT YOU SHOULD DO WHEN

The following list is a quick reference, developed to help you better handle situations as needs arise. Remember each child and situation will be different, but this list will guide you toward a happy solution.

WHEN CAMPERS	COUNSELORS	NOTES
Arrive at camp	Assist in unloading buses and putting luggage into school piles. "Entertain" campers until buses are unloaded. Lead campers to lodge by way of bathrooms.	
Have a habitat	Assist teacher in your habitat. Maintain "safe" and well-behaved group.	
Are injured or ill	Either bring child to First Aid Station or send for Director if child cannot be moved. Report <u>all</u> injuries and illnesses no matter how small.	
Are behavior problems	Never use physical punishment. Reason with the child. Try positive reinforcement. Contact child's teacher or the Director.	
Are homesick	Talk to them. Enlist help of their friends. Use reason. Keep them busy. Don't let it go on too long. Seek assistance from the Director.	*Diagnose early! It's contagious!*
Have free time	You may wish to lead an activity. Oversee safety! Make certain you keep track of <u>your</u> kids!	*Counselors should not be in one group.*
Are table hoppers	Show them how to set a table: Assist. Count places at each table. Put food on last. One hopper per table.	*Hopper is the <u>only one</u> allowed up.*
Are showering	Make certain they <u>all</u> shower and change clothes! No playing on slippery floor area!	*Teeth brushed?*
Get ready for bed	Encourage "settling down." Read a story or allow quiet talking. <u>Then lights out</u> and quiet. Radios turned down <u>LOW</u>!	
Are asleep	Children <u>must</u> have adult supervision 24-hours/day. Keep cabin atmosphere calm and quiet. Radios should be low enough to hear only when cabin is quiet!	*Get some sleep.*

Are getting dressed in the morning	Make certain they don't wear excessively dirty, muddy or wet clothing or footwear. Are they dressed for the weather? Are you?	*Set the example, especially in rainy weather.*
Clean the cabin	DELEGATE jobs to be done. Make certain they are distributed evenly and are accomplished right! Clean your own area!	*Delegate! You did it in sixth grade.*
Sing (or other evening activity)	Help leader or become a leader! An excellent opportunity to watch kids!	
Have organized free time	Encourage fair play and enthusiasm. Help your group in any way possible.	*Assist leader.*
Square/folk dance	Participate! Stay with, dance with, and encourage your own campers!	
Participate in a simulation game	Participate! Get your group involved! Help quiet ones, let everyone speak out!	
Prepare a skit	Explain skit limitations and help guide campers to perform a skit which includes everyone and is "proper." Practice.	*Must be clean.* *Must have a plot.* *Must include everyone.* *Must be 5-7 minutes long.*
Have fire safety program	Select four quiet, reserved campers from your cabin group to participate in fire-fighting competition, then make certain they are sent to amphitheater. Counselors should report to staff room for meeting with Director.	
Are given their pocketknives	Explain safe use of a knife and what should and should not be carved.	*Collect knives at end of activity!*
Cook out	SAFETY FIRST--knife and fire building. Make certain food is divided evenly. Leave site cleaner than you found it--fire dead out!	*Delegate authority!*
Pack to leave	Help them. Oversee clean-up. Do not leave until cabin is clean, lights out. Everything should be out of the cabin: luggage to parking lot, lost and found to recreation hall for "auction"!	*Don't forget your own things.*

CHARACTERISTICS OF A GOOD COUNSELOR*

Kindle the spark that will ignite the logs of the campfire. Once ignited keep pushing in closer those that do not have good contact with the fire. They may be ignited by other logs in the fire if the first spark did not kindle them. The fire will then burn brighter, for each log will be burning with the others.

Elmer F. Ott

The Person Who Would Most Likely Make a Good Counselor:

1. Has a good sense of humor.
2. Is optimistic, cheerful and outgoing.
3. Is friendly, sympathetic and understanding. AND PATIENT!!
4. Is interested in campers.
5. Is fair, objective, does not play favorites.
6. Is never sarcastic or threatening.
7. Is considerate of camper's needs and feelings; puts the camper at ease.
8. Is courteous; has good manners, and sets an example.
9. Makes the camper feel secure; helps with personal problems.
10. Is reasonable and flexible.
11. Is enthusiastic about camp, campers and activities.
12. Is honest, sincere and consistent.
13. Uses common sense and is intelligent.
14. Explains clearly any ideas, activities or rules that are hard to understand.
15. Maintains control of the unit and has respect of the campers.
16. Is skilled in many activities, but is not a know-it-all.
17. Knows what to do or whom to ask when help is required.
18. Is not afraid to request assistance.
19. Is always appropriately dressed for camp life and activities.
20. Is neat and clean.
21. Plans and works out activities in advance.
22. Recognizes and accommodates individual differences in campers.
23. Makes activities interesting. Camouflages routine tasks and makes them more attractive than they are.

The Practical Techniques Evident in All Facets of Counselor's Work Include:

1. Starting with campers at their own level.
2. Starting with camper's own questions, problems, activities.
3. Assisting campers in adopting the accepted objectives of unit.
4. Being democratic in planning and selecting activities.
5. Receiving suggestions cordially and giving evidence that such ideas will obtain attention.
6. Developing a unit of purpose through interdependence.
7. Accepting mistakes as routine. Do not demand perfection.
8. Helping campers recognize their capabilities and weaknesses.
9. Making the camping experience vital and a part of the campers' lives so that the activities will suggest further exploration.

Six Additional Qualities of Counselors That Contribute To Making the Camping Experience Worthwhile for All:

1. Some directors prefer counselors who possess a great many special skills. The danger is that such counselors often become "stars." They will win quick admiration from the campers, and thus direct too much attention to themselves. A counselor is more valuable knowing how to put the group to work rather than doing too many things alone.

2. The good counselor needs to have confidence in the campers. This confidence in persons is more than any words that can be said to campers, more than any actions displayed before them. Confidence generates action, and things get done when this trust permeates each camper.

3. Keep confidences inviolate. The counselor who betrays a trust loses forever the opportunity to be of further help.

4. Campers know that the counselor who enjoys being in camp is the finest leader to have. The counselor who tires of responsibility develops a negative attitude. Either the counselor may not be well-suited for the job or may need rest. To undertake this type of position, one must have zest for the kind of life and activity it entails. A counselor needs a genuine love for the kind of life camping demands.

5. The kind of discipline that is most needed is self-discipline. The counselor can ordinarily give commands and get them obeyed in less time than it takes to produce self-government. Better counselors are not as quick in giving commands, but are more skillful in getting campers to discipline themselves.

6. The most successful camp counseling is done by personal example and exemplary living. The counselor is a mirror in which the camper can see what the camp considers to be "the model."

*Excerpts from booklet, *"So You Want To Be A Camp Counselor"* by Elmer F. Ott (1968)

CAMP IS FOR THE CAMPERS*

Campers are the only reason for operating the camp. As the center about which all life revolves, we need to give our immediate attention to knowing all campers, helping them learn to do things for themselves, and assisting campers in learning to do things with others. The counselor staff is in camp for that purpose.

There are many typical types of campers that are in every camp.

1. Homesick campers are always with us. They may be the product of parental domination or affection. Often this is the first time away from home.

2. Seeking the limelight campers. Behaviors of boasting, bragging, showing off or being mischievous. The first day the group may accept those campers at face value. Later, the group discovers that this was all for show and there is little else left inside. The chances are that these behavior patterns represent attempts to achieve status and a sense of worth they feel are lacking.

3. Shy, timid, seclusive campers. These campers need help and are probably most often neglected because they do not cause any trouble.

4. There may also be those that quarrel, rebel, sulk, display obstinacy, cry or show temper tantrums. Usually these forms of behavior are means of securing what they want, namely, attention. It is not always easy for a counselor to realize that their hunger for attention is, in itself, a good thing.

5. There are also less common types. Campers who:

   a. Lie incessantly, swear, sneak or steal.
   b. Are over-dependent and need to become more resourceful and independent.
   c. Have no regard for property and personal right of others.
   d. Don't accept regulations or rules.

6. We can always be thankful for normal campers. They are the type of people who help to build a good camp. They have a fine sense of responsibility and sensitivity to the needs and feelings of others, resourcefulness and awareness of how to motivate the group. More than half of all campers fall into this classification.

Campers should be dealt with as individuals. Sometimes direct counseling is best, and yet many times it will mean nothing but a change in the method of dealing with them. In some cases, it will involve a manipulation of social conditions without the camper's knowledge.

Some behavior will demand that campers be helped to face problems and to analyze consequences of their behavior. Many kinds of conduct which we treat as moral problems lend themselves to this method of treatment.

Campers who try to gain their own way or seek attention through obstinacy or temper tantrums must discover for themselves that these devices will not work in camp. Problems can often be dealt with by making sure that their attempts fail. Letting them know what you as the counselor are doing, and why, may help the camper want to change behavior.

Good counselors consider campers' backgrounds, purposes, needs, behavior patterns and the environments which influence them. Effective leaders help every camper develop and progress. A good counselor quickly recognizes individual needs and helps each camper adjust himself into the varied activities of the camp program.

THE CAMPER INTERVIEW

The counselor needs quickly to know each camper personally. The first step is to learn the first name or nickname of each of the group members. The second step is to have a talk with each camper. Obviously, a counselor cannot sit down and conduct a formal interview; if that were used, it would defeat the very purpose for which the talk is planned.

It should be a situation where talk is informal and natural... aiding in an errand, helping with equipment, etc. The counselor needs to exercise care and not ask embarrassing questions. Nothing must imply that the camper is being judged.

The two values of this initial interview are to assure the camper of your interest and to give you an insight into the kind of person the camper is. You will then become more aware of the camper's needs and interests. This interview lessens the camper's emotional tension and encourages cooperation with the counselor and cabin group.

These techniques supplement each other and should always be utilized to gain first impressions only. Later developments may strengthen first impressions or revise them.

What do campers seek from the experience of living in a group? A number of motives can be suggested. Each needs affection, group acceptance and recognition, activity, security, friendship, admiration, and a sense of belonging and communicating with others. In setting up the cabin group we need to select campers who can give other campers these satisfactions, as well as campers who need to find these satisfactions.

We need to broaden the interests in the camper. This makes each camper more aware of the need for social development, and deepens concern for others' welfare. Friendly relationships are the foundation on which to develop a camper's personality.

Campers often hesitate to come to camp because they do not know anybody and don't want to live in a cabin with so many new people. These same campers returning from a camping experience greet their folks with a wish to return again next year! They were timid when they came. They soon developed a sense of security in the cabin. Each liked camp life. This security was built up by a satisfying relationship with counselors and campers.

*Excerpts from booklet, *"So You What To Be A Camp Counselor"* by Elmer F. Ott (1968)

DAILY SCHEDULE

(PLEASE POST IN ALL CABINS)

NEWARK CITY SCHOOL DISTRICT

MONDAY

10:15	Students arrive. Unload gear into school piles. Lodge--to learn rules and get cabin assignments. Settle into cabins. Ice-breakers. Turn in pocketknives to counselor; medication to nurse.
12:15	Hopper Bell: Girls cabin #1. All others to lodge to learn Grace.
12:30	LUNCH-announcements/weather report/class assignments.
1:35	Bathroom break.
1:40	Students back to lodge with supplies for class. Camp Ohio staff discusses dining hall procedures and camp facilities. Counselors/ teachers to Habitat Room for class supplies.
2:05	1st Class begins.
4:05	Students and Counselors to cabin: ice-breakers.
4:45	Students begin writing in logs at the lodge or outside. Counselors to Staff Room for meeting with the Director.
5:15	Hopper Bell: Boys Cabin #1; <u>all others to flag pole</u>* for Flag Ceremony. (Boys cabin #4-colorguard)
5:30	DINNER-announcements/weather report.
6:30	Cabins/bathroom/medication. Dress in cool clothing with layers of jackets. Day hike by cabins; groups on same trail as night hike Mon./ Tues. night.
BELL	Recreation Hall for folk-square dancing.
8:35	Bathroom break.
8:45	Lodge for singing/snacks.
9:30	Boys/Girls cabins #1 & #2 - night hike. Boys/Girls cabins #3 & #4 - showers-bed.

TUESDAY

7:00	Rise & Shine. B/G #3/4 showers.
7:45	Hopper Bell: G #2. *Flag Ceremony G #1.
8:00	BREAKFAST - announcements/weather report.
8:45	Cabin & Camp clean-up. <u>Check caper chart for scheduled task</u>.
9:30	2nd Class begins.
11:30	Break for clean-up before lunch.
11:45	Hopper Bell: B #2. All others to lodge to learn new Grace.
12:00	LUNCH-announcements/weather report/cleanest cabin award.
12:50	Free time-Get ready for class.
1:15	3rd Class begins.
3:15	Rest hour--return to cabin. Flat on bunk & quiet. No talking; no bathroom break; no medication/first aid! Write letters to someone in hometown, this is dinner ticket. Counselors check envelopes.
4:15	Free time in main camp area. No one is to be in cabins during this time.
4:45	Camper logs in lodge, or outside. Counselors to staff meeting.
5:15	Hopper Bell: G #3. *Flag ceremony B #1.
5:30	DINNER-announcements/weather report.
6:20	Free Time. B/G #3/4 dress in layers for night hike.
7:00	Lodge for Energy Game/singing/"THE LORAX"/snack.
9:50	B/G #3/4 - night hike. B/G #1/2 - showers/bed.

WEDNESDAY

7:45	Counselors to kitchen for breakfasts.
8:00	Bell rings for JUNGLE BREAKFAST search. Eat outside. Cabin & Camp clean-up. Check caper chart. B/G #1/2 showers.
9:20	*Flag Ceremony G #2. Weather report.
9:30	4th Class begins.
11:30	Break for clean-up before lunch.
11:45	Hopper Bell: B #3.
12:00	LUNCH-announcements/weather report/cleanest cabin award.
12:50	Get ready for class-Free Time.
1:15	5th Class begins.
3:15	Rest Hour (letter writing - optional).
4:15	Work on skits for evening program. Must be clean; have a plot; include everyone; be 5-7 minutes long!
4:45	Camper logs in lodge/outside. Counselors to staff meeting.
5:15	Hopper Bell: G #4. *Flag Ceremony B #2.
5:30	DINNER-announcements/weather report.
6:20	Back to cabins to work on skits. If ready--free time.
7:30	Lodge for skits. Snack. Lights out! B/G #3/4 - showers.

THURSDAY

7:00	Rise & Shine. B/G #3/4 showers.
7:45	Hopper Bell: B #4. *Flag Ceremony G #3.
8:00	BREAKFAST-announcements/weather report.
8:45	Cabin & Camp clean-up. Check caper chart.
9:30	Campers report to Amphitheatre for ODNR fire safety program. Counselors to staff meeting.
10:30	Everyone reports to lodge with bandana. Counselors get pocketknives for campers. Director shows how to make a foil dinner. Get food and matches.
11:00	Report to designated fire area for your cabin group. Make good fire, foil dinners, cook, and clean up area. Find natural materials for a wish-boat while lunch cooks. Do not pick anything.
2:00	Rest Hour--return to cabin. Read Smokey Bear Comic/REE Newsletter/sleep.
2:45	Make a wishboat to represent your cabin. String & tape can be obtained from the Habitat Room. Think up a wish as a cabin group to be shared tonight. Bring boat to lodge and place on a table for dinner centerpiece.
3:00	Lodge for Discovery Groups. (Choose one mini session).
5:15	Hopper Bell: G #1. *Flag Ceremony B #3.
5:30	DINNER-announcements/weather report/cleanest cabin award.
6:45	Camper logs in lodge/outside. Counselors to staff meeting.
7:15	Lodge for singing. Wishboat ceremony. Final campfire. Snack.
9:50	B/G #1/2 - showers.
10:20	Counselors to staff meeting to choose "I'm Tuff Awards."

FRIDAY

7:00	Rise & Shine. B/G #1/2 Showers.
7:45	Hopper Bell: B #1. *Flag Ceremony G #4.
8:00	BREAKFAST-announcements/weather report.
8:45	Cabin & Camp clean-up. Check caper chart. Luggage to Recreation Hall and place in assigned pile.
9:30	Recreation Hall. Teachers check cabins. Autographs/pictures.
9:45	Cleanest Cabin Awards for the day/week. "I'm Tuff" button awards. Staff pictures.
10:30	Buses arrive. Counselors load buses.
11:00	Buses depart for Newark/Heath.

MEETING #2

This second meeting deals with basic first-aid situations, bandaging and transporting techniques as explained in The American Red Cross First Aid Manual. The program includes the following handouts:

FIRST-AID HYPOTHETICAL SITUATIONS identifies 15 problems that have happened in past Newark programs. Counselors are divided into groups of four and given an hour to list possible solutions. (Handout does not include answers.) A class discussion follows which includes an explanation of the best solution.

PROCEDURES FOR FIRST-AID ADMINISTRATION is verbally reviewed, stressing which situations most often occur.

Basic bandaging and transporting techniques completes the first-aid class. Items a counselor may find at camp (bandana, magazines/notebooks, sticks) are used in this activity. Discussion ends when all counselors feel comfortable with their first-aid knowledge.

NEWARK CITY SCHOOL DISTRICT

FIRST AID HYPOTHETICAL SITUATIONS

All counselors carry at least one bandana on them at all times. Many campers imitate counselors and carry one, too, making it easier to apply first aid. Answer all questions explaining what you would do immediately for the victim, as well as possible follow-up. Assume that the Camp Director is nowhere in the area.

1. You and three campers are asked by the camp director to help build the lodge campfire for the evening program. The fire is set, and one of the campers asks if he can light it. He does and gets a good blaze going. In trying to keep the log in the back from falling, he accidentally burns his hand. His hand appears very red, but not blistered or charred. What should you do immediately with his hand? What about the other two campers.

   Fire bucket?--immerse hand until not hurting. If colder water available, use it. Another counselor takes over?--If not, explain to them what has happened. Do not keep secrets from them. Use bandana to protect. Take to nurse.

2. During free time you were returning to your cabin. Along the way you found Theresa at the bottom of a hill crying hysterically. She can talk, but is afraid to move any part of her body--for fear it might be broken. Theresa was without a buddy so no one actually saw her fall. What will you do immediately? How will you get help?

   Calm Theresa down with talk--have her tell you what happened. Start at one end of her body to see what she can move. If injured, give first aid for shock... If okay and sure, help her back to camp. If not, YELL for HELP, if you will not upset her more. DO NOT YELL AT HER ABOUT NOT HAVING A BUDDY!!

3. Upon waking up and brushing her hair, Cindy finds a lump behind her left ear. You check, and find a large tick imbedded in her head. It has been there at least a day because it is twice the normal size. What will you do for Cindy who, thankfully, has not seen it yet?

   Do not let Cindy touch it. Bring her to nurse. Vaseline the tick and surrounding area. Tick will be smothered and back out in time!!

4. It's the final meal on Friday morning and with the excitement of leaving, the table is getting rowdy. Michael is laughing so hard he begins choking on his food. What can you do for Michael?

   CALM TABLE. Let Michael catch his breath by himself, first. As long as he can breathe, do not touch him. IF HE TURNS BLUE AND CANNOT BREATHE: Use four back blows--four abdomen thrusts... repeat...

5. During free time you and six others decided to go on a hike to the pond. Jeff ran ahead and fell down the hill scraping his knee and forearm. He had on long pants and a long-sleeved shirt, but the blood is coming through his clothing. What should you do with Jeff? What about the others?

Talk to Jeff--do not let him get scared. Do not move him until he moves all concerned joints. Distract him from looking at his scrapes. Maybe have others joke with him. If severe bleeding, use direct pressure--bandage. Walk him to first aid, if he can move by himself!

6. On the way to Wilderness Survival class Pat slips and falls into another student and gets a nosebleed. How will you handle the situation? What about the rest of the class?

Take Pat aside, class should go on. Sit her down and have her lean FORWARD, pinching bridge of nose until blood clots. Could have a runner get some ice/cool rags to help clot (if teacher wants to spare her buddy).

7. After class Buddy comes to you practically frozen. His cheeks and hands are white, and extremely warm!!! What can you do for Buddy??

WRAP him until you can get him inside! Warm injured part to room temperature--cold water--add hot until 102°-104°, or just keep covered until flush colored again. DO NOT RUB--gangrene!!!

8. During a habitat class, Billy was running down a hill and got his foot caught. After falling about ten feet in somersaults, Billy decides that he "broke his foot" and is crying hysterically. What should be your immediate first aid?

Split group: One counselor to calm Billy, two to go on with habitat. Ask him to move his toes, and foot. Calm him by getting him to talk. If he is in pain-immobilize and transport to nurse (carry or help with shoulder). DO NOT REMOVE HIS SHOE.

9. During a habitat class, Ginny comes to you with complaints of a severe headache. It hurts so bad that she just doesn't think that she can go on. What can you do for Ginny? She demands an aspirin because "that's what my mommy always gives me when I hurt!!" Do you think the habitat class has anything to do with her headache?

Talk to her. She is probably bored with habitat class or does not get along with peers. What kind of camper is she?--(Talk with her counselor about type of kid after class). Give her special involvement. If after class she still complains, take her to nurse.

10. During Thursday's free time you accompany four boys to the river for fishing. While attempting to bait a hook, Johnny gets the hook caught in the web of his hand, between his thumb and first finger. What can you do for Johnny immediately? What will you do with the rest of the boys that want to fish??

DO NOT REMOVE FISHHOOK. Immobilize hand with rock or stick in fist. Wrap in bandana. If he is "cool" about entire thing, send with buddy to nurse; if hysterical, entire group returns. Tetanus shot?--Hospital to remove hook.

11. Kerry and Janet get permission to go to the bathroom from you during the middle of the night. The weather was warm, so they went barefoot. On the way back Kerry stepped on a rusty nail, puncturing the bottom of her foot. She cries for help while Janet runs back to get you. What will you do immediately for Janet who saw Kerry's foot and is screaming hysterically? What about Kerry out there alone?

First calm Janet. Get another counselor to watch Janet and your cabin. Get Janet's facts straight. Grab a level-headed kid to go with you... check Kerry... send the other kid to get the nurse. If bleeding, wrap. DO NOT REMOVE NAIL. Wrap bandage around foot and nail. Wait for nurse... talk with Kerry.

12. During Pond Study class, Josh slipped on a rock, falling on his back. He probably hit his head. What will you do for Josh? He hurts all over, but mostly complains about his back?

DO NOT MOVE JOSH. Talk to him, calm him down. Send runner with written message (child's full name for health forms; where accident and what happened--stretcher). CALL EMERGENCY SQUAD...DO NOT MESS WITH BACK INJURIES.

13. In Forest Habitat class, Laurel got too intimate with a tree, and came to you with a large splinter in her palm. It is totally imbedded and hurts when you put pressure anywhere around her palm. What can you do for Laurel?

DO NOT PICK AT IT. Protect with bandana until you get her to the nurse. Do not ever put red methiolate on it (Dr. cannot see to remove). If cannot be removed with sterile needle, take to hospital.

14. During free time away from main camp, Ginger comes to you with a piece of dirt in her right eye. What can you do for Ginger.

Do not let Ginger rub or touch her eye. Get her to cry or blink it out.
If cannot: (1) splash with clean water
(2) use corner of your bandana wetted with her saliva (her bacteria). Go from outside--not across her nose!

15. On a Nite-Hike, you took your group of eight out. On the way back, Jenny is hit by a low tree branch. She was at the back and did not hear you say, "WATCH OUT!" She got badly scraped on her shoulder and neck, causing immediate blood flow. What can you do for Jenny? What about the others who need to go back to the cabin?

Use bandana to hold direct pressure over bleeding. Entire group should return to main camp area. If Jenny is "cool." have her go to nurse with a buddy. If really upset, counselor should take her. Send others back to cabin, and have another cabin's counselor keep an eye on the returning group.

PROCEDURES FOR FIRST AID ADMINISTRATION IN CAMP

The following information was taken from The American Red Cross First Aid Manual

FIRST AID is the immediate care given to a person who has been injured or has suddenly taken ill. The unwritten law is DO NO HARM!

A. BURNS
   1. First and second degree
      a. Apply cold water to decrease pain
      b. Cover with sterile (if possible) or clean dressing to reduce contamination and pain
      c. No application of ointment or margarine
   2. Third degree
      a. Cover with wet sterile dressing
      b. Treat victim for shock
      c. Transport to M.D. (lying down)

B. EYE INJURIES
   1. Insect in eye
      a. Irrigate eye with sterile solution to remove insect
      b. Apply soothing solution
   2. Foreign bodies in eyeball
      a. Cover both eyes with light dressing
      b. Transport to M.D. lying down
      c. Keep reassuring victim of what is happening around him
   3. Burns
      a. Flush with water for five minutes, repeat every 15-20 minutes
      b. Treat for shock
      c. Transport to M.D.

C. BLEEDING
   1. Direct pressure with sterile dressing--elevate
   2. If #1 ineffective, use pressure points and direct pressure
   3. NO USE OF TOURNIQUETS!!
   4. If excessive bleeding, treat for shock
   5. Transport to M.D.

D. FRACTURES
   1. Do not move victim
   2. Check for swelling, discoloration, abnormal position, movements of joints
   3. Use padded splints that support fracture and immobilize joints above and below fracture

E. SHOCK--Skin pale, cold, clammy, increased pulse, respiration shallow and rapid
   1. Victim laid flat with head lower than feet
   2. Cover victim to conserve body heat
   3. Transport to M.D.
   4. With head or chest injuries, raise head 10 degrees

F. CONVULSIONS
   1. If onset of convulsion is observed, clear area around victim
   2. Do not restrain victim
   3. Turn head to side
   4. Maintain open airway

G. NOSEBLEED
1. Have victim sit quietly
2. Tilt head forward and press nostrils together for five minutes
3. Apply cold compresses to the victim's nose and face

H. SPRAINS and STRAINS
1. Check for joint movement, pain, swelling and discoloration
2. Apply cold to decrease swelling and pain
3. Elevate affected area
4. Support with ACE-wrap, remove at night
5. 24-48 hours later, apply heat to encourage healing

I. DISLOCATIONS
1. Do not move joint
2. Apply ice
3. Transport to M.D.

J. POISONING - *(If it is supposed to go in (aspirin) make it come out)*
1. Administer antidote if known; check poison container
2. Call Doctor
3. Dilute poison with several glasses of water or milk
4. If acid or alkali and mouth burned, DO NOT induce vomiting: NEUTRALIZE
   a. Acid--2 tsp. baking soda/1 glass of water
   b. Alkali--water
   c. Gasoline--4-5 glasses of water
5. If mouth not burned, induce vomiting
6. Reinduce antidote

K. WOUNDS--abrasion, puncture, incision, laceration, avulsed
1. Control bleeding
2. Cleanse with gauze, soap and running water
3. Apply water and antiseptic (green soap, if available)
4. Cover with sterile dressing
5. Watch for signs of infection including swelling, redness, warmth, throbbing, tenderness, fever, pus, red streaks from wound
6. Avulsed/severed--get body part

L. BITES
1. Animal
   a. Wash with water to remove animal saliva
   b. Wash with gauze, soap and water for five minutes
   c. Apply sterile dressing
   d. Call M.D.; anti-rabies injections (watch animal, if possible)
2. Snake
   a. Have victim lie down
   b. Check for sting, pain, swelling, discoloration, weak pulse, nausea and vomiting
   c. If present, tie constricting bandage above bite, but not too tight to obstruct flow of deep vessels
   d. Transport to M.D.
3. Tick
   a. Remove tick by applying Vaseline or oil to smother tick so he will remove his head
   b. Pull out tick in opposite direction of how he entered--COUNTER-CLOCKWISE
   c. Scrub area with soap and water
   d. Check for inflammation and increased temperature. If appears, call M.D.

M. FAINTING
1. Place victim on back and loosen tight clothing (bend knees/raise feet)
2. Maintain open airway
3. Bathe face gently with cool water
4. DO NOT give any liquid unless the victim is revived

N. HOMESICKNESS--usually stomachaches without temperature or distention
1. Get child to admit homesickness
2. Accept child's feelings about camp, home and significant others
3. Have child express feelings about camp and home
4. Discuss independence and growing up--coping with loss
5. Discuss alternative ways for child to cope with anxiety
6. Help child choose a good method for coping

O. HEAT STROKE--derangement of heat-control centers due to exposure to the sun!
1. Rest
2. Cold packs to prolong radiation of body heat
3. Force fluids (Gatorade)

P. HEAT EXHAUSTION--weakness due to loss of body fluids and NaCl (salt)
1. Keep victim quiet
2. Keep head lowered
3. Keep warm to prevent shock
4. Give salt tablets and fruit juice (Gatorade)

Q. FROSTBITE--skin white or grayish-yellow, cold and numb; blisters may appear later, pain sometimes felt. Often goes unnoticed until someone tells victim.
1. Cover the frozen part
2. Provide extra clothing & blankets--Discontinue when affected area flushed
3. Bring victim indoors as soon as possible
4. Give the victim a warm drink
5. DO NOT RUB...may cause gangrene
6. Exercise area once re-warmed
7. If fingers or toes, separate each with sterile gauze (skin peels off)

R. ARTIFICIAL RESPIRATION--normal breathing stops or oxygen intake insufficient
1. Maintain an open airway
2. Restore breathing--don't quit until person can breathe on his own
3. Give artificial respiration (12-18 breaths per minute)

S. INSULIN SHOCK--sweating, nervous, breath odor normal, tongue moist, increased pulse, respiration shallow
1. IF conscious give sugar, orange juice, pop
2. IF unconscious or recovery is not prompt, call M.D.

T. DIABETIC COMA--flushed and dry skin, tongue dry, drowsy, fruity breath, breathing labored
1. Keep victim lying down
2. Cover only enough to maintain body temperature
3. Call M.D.

Insulin Shock=I.S.=Instant Sweat *Diabetic Coma= D.C.=Dry Cold*

MEETING #3

Now that counselors feel a little bit more comfortable with the format used in training meetings, time is spent on becoming acquainted with others. By going over each of these games, counselors get to know each other and explore what may work at camp. The program includes the following handouts:

COOPERATIVE GAMES are used to improve relationships. Counselors use these same problem-solving activities with the campers in their cabin on opening day.

ICE-BREAKERS are shared with the entire class by using small groups to demonstrate each game. This helps individuals work, laugh and discover each other. The games are designed so that anyone may join in at any time.

CREATIVE DRAMATICS information is reviewed with the counselors. After sharing types of dramatics, props and costume ideas, counselors are numbered off and each group is given a bag of props and 20 minutes to prepare a skit. All skits, both in training and at camp, must:

1) Be five to seven minutes long.
2) Have a plot.
3) Include everyone.
4) Be clean.

Prop bags contain objects that will be readily found at camp. A prop may not be used in its normal form (e.g. a deck of cards represents train tickets or an umbrella becomes a golf club). There are duplicates of each bag. Counselors are not informed about this duplication until after the skits have been performed. A discussion on how they felt working with other counselors they didn't know very well, how they felt working in front of everyone, and how the skits went over also helps. Every year they notice violence, humor and the lack of a plot in most of the skits. That's average for impromptu, but counselors now can empathize with what campers will go through in the cabins and on stage. Each time someone mentions that there were identical props in another bag. It can be pointed out that the skits were different, although they used the same props.

PRINDERELLA AND THE CINCE is a light-hearted takeoff of a familiar story and helps to climax the evening's theme.

COOPERATIVE GAMES*

PURPOSE AND GOALS
- *-To improve relationships among students.*
- *-To help them develop trust, interdependency, cooperation, and appreciation for each other.*
- *-To have children work together to solve a problem.*

ROLE OF LEADER
- *-To state the initial instructions or problem.*
- *-To offer positive encouragement.*
- *-To observe problem solving (occasional hints are OK if students are having a tough time).*

PLAYING THE GAMES
- *-Works best with at least eight students (maximum number depends on leader control and how well the students get along with each other).*
- *-Should be done where high noise level is tolerable.*
- *-Should be introduced as "some games you've never played before," not "games to help you cooperate."*
- *-Start with games that require little trust/cooperation, and work up to the games that require more.*
- *-Follow-up discussion depends on the results and students' personalities.*

MAKE FRIENDS WITH A STICK:

Give each person a stick (stone, leaf, apple, etc.) to examine for a few minutes. Collect them. Pass them out at random and ask everyone to find their own stick. Point out that just as each stick is unique so is each person.

OPINION POLL:

Designate one side of an area as "yes" and the opposite side as "no." The middle is the range between the two. Students are asked questions such as "Do you like strawberry ice cream?" (bananas, swimming, cats, summer, etc.) Students express their feelings and illustrate the diversity of opinions by moving to the area between "yes" and "no" that shows how they feel.

HUMAN JIGSAW PUZZLE:

Have students arrange themselves according to height, hair color, birthdays, color of pants according to shades, etc. Have one of the group check to see if the line-up is correct.

HUMAN KNOT:

(8-12 best) Everyone stands in a circle. Take the hand of two different people, but not those standing next to you. Untangle the knot without unclasping hands. Also try this with everyone blindfolded. Have 1-2 students outside the "knot" acting as direction-givers but touching no one.

ZIGZAG CIRCLE:

(even number) Join hands in a circle and spread out, but not so far that arms are stretching. Count off 1-2-1-2 around circle. On "go" 1's lean out and 2's lean in. Switch. Also try this blindfolded.

THE RAFT:

Tell the story of people crossing the barracuda-filled Amazon River in a rickety raft. All must stay on for 10 seconds to cross the river safely. Be patient and allow kids to work on this. Cheer when they succeed. To make the raft, designate an area of four square feet for every eight students. Try an old towel, chalk outline or a board elevated one inch above the ground.

LAP SIT:

Everyone in a shoulder-to-shoulder circle. Turn to the right. Move in a little closer. Place your hands on the waist of the person in front of you. On count of 1-2-3, place the person in front of you on your lap. Try taking a step while sitting like this.

CHINESE STAND-UPS:

After pairing students, have them sit on the ground back-to-back and link arms at the elbow. The pair should then cooperate to stand up without breaking the arm link. This starts children working together. Change partners several times.

ELECTRIC FENCE:

Tie a rope one inch higher than the tallest child can step over. Tell the group that they must get everyone over the fence without touching it. If anyone touches the rope and gets "electrocuted," everyone must go back and start over. No one may go under the fence (electric field) or use any props. Be very encouraging and patient.

*SOURCES: *Values Clarification, The New Games Book (The New Games Foundation), Cowstails and Cobras (Project Adventure; Hamilton, Mass.)*

ICE BREAKERS

NEWARK CITY SCHOOL DISTRICT

The following two-minute mysteries and games are useful for encouraging interaction among cabin mates. Numerous camps and problem-solving classes have included them for many years. To identify the originators is an impossible task.

TWO-MINUTE MYSTERIES

1. A dead man is found hanging from the ceiling in an empty room. He is six feet tall, the rope is two feet long, the room is 10 feet high. The floor is warped. What happened? *(The man stood on a block of ice and it melted.)*

2. A man who lives in an 11th floor apartment takes the elevator to work every day. When coming home, he always gets off at the 7th floor and walks up. On rainy days he goes directly to the 11th floor. Why? *(He's a midget.)*

3. A man enters a bar and asks the bartender for a drink of water. The bartender reaches under the counter, draws out a gun and points it at the man. The man says, "Thank you," turns around and walks out. Why? *(The man had the hiccups; the bartender scared him.)*

4. A woman gave a piece of food to the man she lived with. His eating the food resulted in his death. Even though this event became world famous, she was never brought to trial. *(The man and woman were Adam and Eve.)*

5. In a room is a table, along with some broken glass and water on the floor. Mary is dead. John is standing beside her. How did Mary die? *(John is a cat; Mary, a goldfish. John pushed the bowl off the table.)*

6. A man who worked in a circus was found in his room--dead. Next to his bed was a gun and his cane, which had been sawed off at the bottom. What happened? *(He was a blind midget clown. He thought he was growing taller because someone was cutting his cane shorter. He committed suicide.)*

7. Two men were bound and put into their car trunk following a robbery. In the morning a passerby hears noises coming from the trunk and opens it. One man died. Why was the other alive and unharmed? *(There was a spare tire in the trunk and he breathed the air.)*

8. Mrs. Connors from Chicago was killed in a "skiing accident" in Switzerland. When Mr. Johnson in Chicago read of her death, he called the police and said, "It was murder, and Mr. Connors killed her." How did he know? *(Mr. Johnson is a ticket agent and he sold Mr. Connors one round-trip and a one-way ticket to Switzerland.)*

9. There is a car accident. A man is killed in the crash and his son is critically injured. The boy is rushed to the hospital and is prepared for surgery. When the doctor comes in to operate and sees the boy, the doctor says, "I can't operate, that's my son!" *(The doctor is the boy's mother!)*

10. A man lies dead on the desert with a pack on his back. How did he die? *(His parachute didn't open!)*

11. The circus music stopped and the tight rope walker fell to her death. Why is her husband arrested for her murder? *(The woman's act was walking a tight-rope blindfolded. Her cue for when she reached the platform at the end of the rope was when the music stopped. Her husband directed the circus band. He stopped the music when she was mid-way. She relaxed and fell to her death.)*

GAMES

BLACK MAGIC

One student leaves the room (knowing how the game is played) while others jointly think of an object that the person returning will attempt to guess. The counselor will then name objects until guessed right: *"Are we thinking of the green sleepingbag? The yellow clock-radio? Are we thinking of the black sweater? The red mittens?"* (Leader must preface correct object with something black, hence "BLACK MAGIC!!")

TILLY WILLY

Mind game, trick is to catch on and play--until others have all caught on!
Tilly-Willy likes apples, but hates fruit.
Tilly-Willy likes root beer, but hates pop.
Tilly Willy likes kittens, but hates cats.
(Tilly-Willy likes items with double letters.)

I AM GOING ON A BOATRIDE

Five or 50 can play. The more players, the more reason that several must know how to get on the boat before the game begins. All players must have name tags visible, although do not make that obvious to everyone. *Kitty may bring Ketchup, Sally may bring Suitcase, Todd may bring Toothbrush, Peggy may bring Picnic basket, etc.* KEY--1st letter of person's name and object are the same. Keep going till everyone figures out the key.

GOING TO THE MOON

Similar to game listed above, except you would take something your neighbor to the right is wearing.

LETTER PRESSURE

"IT" sits in the middle of a circle. Counselor gives them a letter of the alphabet on a signal. At the same time members of the circle must pass a rock around behind their backs in less time than "IT" can think of ten objects (nouns) that begin with that letter of the alphabet. If too difficult, lower the number of objects to 7-8. On the outside it's easy to think, but sitting in the middle puts the pressure on!!!

OOOH-AHHH

Group sits in a circle. Leader squeezes left hand around left-direction of circle and says "Oooh" as he squeezes, and everyone passes "Oooh" around the circle. As soon as "Oooh" is a couple people down, the leader begins to the right, squeezing and saying, "Ahhh." If confused begin again. Let it go around a few times.

THIS IS A CAT...THIS IS A DOG...

Similar to the above-mentioned game, but use objects (pencil, ball). Start one to the left and say, "This is a cat." They must say, "A what?" You repeat, "A cat!" They say, "A cat," then you release it. They proceed as you did with the person to their left. Once that gets a few people around, begin the dog to the right in the same procedure. Object must always come all the way back to you (the leader) to find out what the object is. (This is a cat. A What? A what? A what? (to you): A cat, a cat, a cat, a cat. This is a cat (to next person), etc.)

1 FROG...2 EYES...

Group sits in a circle. First person says, one frog; second person, two eyes; third, four legs; next, in the pond; next, kerplunk; next, kerplunk. Next person adds a frog, two frogs; four eyes; eight legs; in the pond; kerplunk; kerplunk. (Continuing) three frogs, six eyes; twelve legs... Play until participants get confused or cannot multiply any higher..

CREATIVE DRAMATICS

NEWARK CITY SCHOOL DISTRICT

(A Verbal Presentation to Counselors)

All children are born imitators, whether they imitate parents talking, movements of a rock star, or the family cat or dog. For each of them, it is not acting. They become what they portray by throwing themselves into it wholeheartedly. As all of us grow older, we become inhibited and very conscious of our actions. A child can transfer from one character to another without losing his sense of reality, doing it almost instantaneously.*

VALUES OF CREATIVE DRAMATICS:*

1. Children like it, they want to be active.
2. It's an opportunity for self-expression (what they want to be).
3. Develops creative ability which leads to other art forms.
4. Builds self-confidence.
5. Necessitates working as a member of the group.
6. Brings better understanding of other people. Each is forced to observe how others act, talk, walk, feel and live.
7. Happy approach to both physical and mental health (self-confidence, poise, good attitudes towards others; forgets self, looks and acts as role).
8. Provides opportunity for growth in mind and spirit.

Dramatics points up the beauty and drama in nature and in human lives. It provides expression for the students' own ideals, dreams and feelings, and adds meaning to their lives.

SOURCES FOR SKIT IDEAS:*

1. Historical or current events.
2. Camp events earlier that week.
3. Well-liked stories or nursery rhymes.
4. Camp songs.
5. Narrator of story with pantomime.
6. Seasonal story.

GUIDELINES FOR REE CAMP SKITS:

1. Must be clean.
2. Must have a plot.
3. Must include everyone.
4. Must be 5-7 minutes long.

The best ideas come from brainstorming in the cabin with the entire group. As a general theme is decided, the ideas and suggestions fly. Don't be afraid to exaggerate actions and plausibility. Build to a happy note with a plot, so that we know it's over. If you have difficulty including everyone, shy children can lose timidness behind masks, blankets, or under "fur" of animals.

*Adapted from *Camp Counseling* by Mitchell, Crawford and Robberson, W. B. Saunders Company, Philadelphia, PA. 1968

COSTUMING:

Campers' and counselors' gear provides versatile items that can be used in many w (e.g., towels become turbins, window shades, blankets, shawls or skirts; bandanas become masks, ropes or bandages; etc.). Other items that can also be used include rain hats, pajamas, bathrobes, hiking boots or stuffed animals. Paper bags that fit over the head make good animal or human heads when ears and nose are pasted on and holes cut for eyes and mouth.

ACTIVITIES RELATED TO DRAMATICS:

1. Reading plays.
2. Stunt night where talent is in almost any area. Use counselor as master-of-ceremonies.
3. Pantomime with readings.
4. Charades. The team selects word or phrase and pantomimes the syllables.
5. Paper bag dramatics. Each group member places one prop in a bag. Then bags are exchanged and each group creates a skit with the props.
6. New Orleans game. Teams line up on baseline and choose an occupation. One team comes close to the other team's line, while acting out their occupation. Second team guesses and tries to tag members of the acting team before they return to their own baseline. Those tagged transfer to other team.
7. Visual telephone. Send five players out of the room and explain to the others what you will be showing the first entrant. Pantomime sequence for the first person coming back into the room. This person then pantomimes it for the second entrant; third person enters, sees it, and performs it for fourth, etc. Watch how distorted it becomes by the fourth person. (Good examples are washing an elephant or forgetting house keys and, after crawling through a bathroom window, stepping into toilet).

BAG SKIT FOR COUNSELORS:

After numbering off into equal groups, take a bag of props and create a skit using all the props in your bag. Props may not be used as they are ordinarily used (deck of cards becomes train tickets, pillowcase a window shade, umbrella a tree, etc.). Be prepared to present a 5-7 minute skit in 20 minutes.

POSSIBLE PROPS:

bandanas
towels
umbrella
frisbees
rope
ponchos
sticks
water boots
unbreakable glasses
blow dryers
hand lotion
baseball bats
baby powder
rain hats
flashlights/lanterns
gloves/mittens
stuffed animals
pillowcases/bags
magazines
deck of cards

PRINDERELLA AND THE CINCE

This is just one idea for creative dramatics shared with our counselors in training. Often this is narrated and acted out by teachers at camp on skit night.

Tunce upon a wine, there lived a gittle lirl named Prinderella. Her dother had mied and mer mather had farried again, so Prinderella lived with her Mep-stother and two sisty uglers.

Prinderella's Mep-stother was very mean to her. She made her flop the kitchen moor, dosh the wishes, win the cleandows, and pine the shots and pans and all the other shirty doors.

Done way, the sing kent invitations to a drancy fess ball. All the geligible irls were invited, so of course the Mep-stother, and the two sisty uglers, and Prinderella received an invitation. But the Mep-stother told Prinderella that she couldn't go until she had finished her chaily doors, and helped them into their drancy fesses. She knew that this would beep her kizzy. As they ove droff, Prinderella cat down and scried.

Suddenly her Mairy Fod-Gother appeared and said, "Crop stying! You gan toe shoe!" So, in an eyeling of a twink, she changed the chumpkin to a pooch, the fice to mootmen, the hats to rorses, and the drog to a diver. As Prinderella ove droff, her Mairy Fod-Gother said, "Remember, my dear, on the moke of stridnight your drancy fess will rurn to tags, and all will be as before." So Prinderella went to the drancy fess ball and nanced all dight with the Cince. Suddenly she heard the chock begin to clime the first moke of stridnight. She han through the rall, and down the stalace peps. But on the stottom bep, she slopped her dripper. Wasn't that a shirty dame? She took off her other dripper and put it in her papron ocket, and ran home as fast as she could.

The Cince, who had followed her, saw the little dripper on the stottem bep and picked it up. Then he prent a soclamation throughout the land that the girl whose foot fit the dripper would become the wife of the Cince.

At last they came to the Mep-stother's house. She had rocked Prinderella in her loom while the sisty uglers were vying in train to put on the dripper. Prinderella, who had managed to escape from her rocked loom, suddenly appeared on the stop tep and cried, "Let me try on the dripper!" Before the gocked shaze of the Mep-stother and the two sisty uglers, Prinderella fut her poot into the dripper and it fit. She took the other dripper from her papron ocket and put it on, too. Her Mairy Fod-Gother appeared from her side, ranged her chags to a drancy fess, and Prinderella was escorted to the coach and driven to the stalace peps where the Cince awaited her.

They were darried the mame say, and hived lappily afty everward.

MEETING #4

For this meeting the nature staff of Dawes Arboretum is invited to the high school. The first part of the evening is spent covering Steve Van Matre's "Acclimatization" philosophy and activities, as well as explaining the "how to" of leading trust walks. The program includes the following handout:

NIGHTTIME SUGGESTIONS -- TECHNIQUES/ACTIVITIES provides an outline of things to share in leading night hikes or trust walks. In preparing for the counselor's night hike experience (meeting #13) each student chooses a partner and leads them blindfolded around the building. They feel various objects and get an understanding of the loss of the sense of sight. Counselors are reminded to review this information before the actual night hike of meeting #13.

Finally the group is divided into two classes. In one they are exposed to activities that illustrate similarities between tree bark, leaves and buds. The second class focuses on similarities in beaks, wings, feet and tails of birds.

NIGHTTIME SUGGESTIONS - TECHNIQUES/ACTIVITIES*

Night, that time of mystery and foreboding, can become a new experience, a new realm to explore and revel in. The things we fear about night are primarily defensive. This is why we need to associate fun things with night sights and sounds. Try new techniques and ideas.

Following are lists of techniques and activities useful for night hikes. Many of the people you are leading have probably never been out at night, so be careful to develop a calming transition period to become acclimated. Eyes will also adjust. Remember to do nothing that is harmful or annoying to others. Respecting all animal and plant life ensures that this earth of ours maintains its beauty and interest for future generations.

Night can be a most exciting time. Looking for familiar objects helps cancel our fears, and the fears of those with us. Stop often. Listen. Acquaint yourselves with what territory is coming next. Be sure to use the other senses--hearing, tasting, smelling, feeling. Don't be fearful of examining things in the dark. It could throw "light" on whole new encounters for you. Best of all, relax and enjoy. Learn to appreciate the total world of insects, animals and experiences.

TECHNIQUES - preparing and hiking

1. Give a preview of the night--slides, tape, etc.
2. Select a suitable site and hike the trail yourself in day and night. Locate animal droppings, obstacles, stopping places and dangerous places (poison ivy).
3. Prepare ahead by baiting (several days earlier) and preparing mirrors and watching sites.
4. Keep your number to 10 if possible.
5. Be prepared to hike in the rain.
6. Use one flashlight covered with a red cloth for viewing animals (carried by the leader).
7. Set guidelines.
   - No talking--if necessary, whisper.
   - Signal to stop--"freeze" (unless it's cold outside).
   - Be a bunch of grapes (hang together).
   - Stay on trail.
8. Use a transition into night--start at twilight, sit in circle and look for pleasant shapes or forms (pillows not fiery dragons). Calm all fears.
9. Stay in complete control of group--stop fears before they become obvious.
10. Always accent the positive and not the negative.
11. When using a flashlight, make sure all participants are behind so as not to be blinded. When light is off, allow eyes to become adjusted before moving on.
12. After a waiting, quiet activity, do something more active but quietly.
13. Move cautiously, with curiosity, and walk quietly.
14. Pause before entering a darker area. Talk about the fun things you might find.
15. The quiet, observant mood must be kept until back in facility. Rushing can be averted by returning a different way or planning an activity for outside the door.

ACTIVITIES - one or a combination of the following activities may be used:

1. Find the friendliest-looking object you can imagine.
2. Go to a pond or lake and count the different kinds of reflections you see. What made them?
3. Find a rock that feels smooth. One that feels like sandpaper.
4. Describe a twig that smells good.
5. How many different smells can you distinguish in a pine planting? Under soil? Under bark? In crushed leaves and needles?
6. Sit and observe the moon. Does it change size or position?
7. Learn the sign of a tree by watching its movements and light patterns caused by the wind. Locate the tree in daylight.
8. Locate eyeshine--moving tiny specks of white or red, wolf spider; stationary tiny specks, trap door spider; small orange-red eyes on tree trunks, noctuid moths; opalescent green, bull frog; bright yellow, raccoon.
9. Look for glows on the ground or in logs. Could be fungus, slime molds or glow worm.
10. When doing astronomy, turn the telescope toward the moon. By chance you might see a night migration of birds.
11. For water study, use red plastic to cover a light and hold it under water. Observe the animals. The same can be done with a plexi-glass bottomed box.
12. Look for possible plant shelters and homes but do not disturb.
13. Wet your nose (as the animals do) to help your sense of smell. Put your nose close to the ground.
14. Be quiet, sit, watch and listen for periods of time.
15. Cup your hands behind ears to heighten hearing.
16. Touch a tree with your nose. Feel the ground with your elbows. How does the air feel on your skin?
17. Dig down into the soil. Identify the items by smell and touch.
18. Notice the difference in natural sounds upon leaving and returning.
19. Follow the gleaming track of a snail.
20. Call frogs, owls or other night creatures.
21. Do a feel hike; compare textures of rocks, trees and fruit.
22. Toss pebbles in front of bats (not at them) to see them dive.
23. Notice the difference in temperatures as you go up and down hills.

* Adapted from *Nighttime Activity Suggestions* compiled by the staff at The Dawes Arboretum, Newark, Ohio.

MEETING #5

This meeting is usually held in the high school auditorium so that students can sit on the carpeting, in a comfortable, relaxed atmosphere. Before issuing any handouts, a questioning strategy is explained and reasons for using this technique are identified. The following activity demonstrates how effectively the questioning strategy increases retention.

The activity begins by showing counselors two tools that most people have never seen. (Plumbing or electrical tools work well.) The first tool is described and counselors are told what it is and how it is used. With the other tool, the group is helped to identify what it may be used for through a series of questions. Counselors soon become more familiar with and understand more about the second tool. In comparing what they remember about each tool, they find that they can describe the second tool and its uses much more fully than the first. The program continues using the following handouts:

QUESTIONING STRATEGY is handed out and discussed. Counselors begin to understand reasons for using a questioning strategy. They recognize that by helping campers discover information for themselves, learning increases.

RESPECTING THE INDIVIDUAL is discussed after counselors have answered all of the comments. They soon realize there are many types of "learners" at camp and it is important to be aware of how their comments and ideas are phrased.

LISTENING offers an opportunity to check counselors' listening ability through various activities. They are never given this sheet.

AGE CHARACTERISTICS gives counselors an understanding of typical behavior of 11-and 12-year-olds. This is highlighted by relating some recent experiences teachers have had with their sixth-grade classes during the year (e.g., Iranian hostages, Mt. St. Helens, Nuclear Power).

THE SIXTH-GRADER identifies the social skills, emotional needs and differences in ability of 11-and 12-year-olds. Returning counselors interject experiences they had the first year with a specific child. This provides more realism for the new counselors because it "happened" to one of their classmates. Camp becomes a reality! They realize how close camp is and are excited with anticipation.

QUESTIONING STRATEGY*

Questioning strategy is the ability of the group leader to elicit responses from the group by not answering their questions with a direct "yes" or "no." It is the process to maintain a healthy discussion through continuous questions--usually answering a question or statement with phrases such as:

-"What do the rest of you think about that?"

-"Who else has had this happen?"

-"What do the rest of you think he/she could have done about that?"

-"What else do you think you could try?"

-"Well stated; what are some other opinions?"

-"That's an interesting answer. I wonder how others feel."

The teacher should avoid opening discussions or questions with the word "Why." Think about this. It usually makes all of us feel defensive, as though we need to justify and/or alibi. "Who" is also a poor opener. Instead try such openers as "Would you explain some more about it?", "Do you all understand what _____ meant?", "Tell us some more about it."

Be aware that the students are going to take their time about deciding whether or not to trust you, their leader. It is "normal" child behavior to be concerned about what the adult reactions will be to what they do.

Concentrate on getting as many students to participate as possible. In order to have good inquiry, many points of view must be heard. Don't always call on the better students, or the slower students will be afraid to disagree or offer another point of view. They may assume the better students know all the "right" answers. In the beginning, call on as many students as you can in order to get them to assume responsibility for what goes on in class. Frequently re-direct student questions back to the class: "Who can answer Marc's question?"

By keeping groups small, students will be more likely to participate. Isolate the more verbal students into a group of their own. If you place one verbal student in each group, he will monopolize the discussion. Isolation will force others to participate and assume responsibility. Be sure to give them more to do than they can accomplish so they will feel rushed. This impresses on them the need to get down to business.

All questions need to be phrased so that they are "open-ended" and cannot be answered with a simple "yes" or "no." This encourages discussion. When answers are unrealistic, continue asking "open-ended" questions.

Help students to look for more than one way to solve problems--again what are their choices? Too often they do not see cause and effect. They need to understand that they are actually making choices through their behavior.

Above all, teachers need to recognize there is no "wrong or right" way to solve problems--only individual ways of approaching a situation. There are no solutions to many things--but there is a chance to talk about feelings, attitudes, beliefs, values, alternatives, etc.

*Adapted from: *Helpful Hints For Inquiry Learning*, Holt, Rinehart, Winston.

NEWARK CITY SCHOOL DISTRICT

RESPECTING THE INDIVIDUAL

If you were in a group, how would you react to these remarks if they were made to you by the leader? Indicate your reactions by a plus or a minus. In some cases you may want to put both because you see both positive and negative possibilities.

_____ It's all in the book. Just read it.

_____ What is your opinion, Mrs. Pinetree?

_____ These are the rules for awarding cleanest cabin.

_____ It's all organized.

_____ That's very interesting.

_____ Let's take a moment to discuss this.

_____ Now let me tell you.

_____ If you'd call Mrs. Ghost, she might have the key.

_____ Why don't you try it and see what happens?

_____ Just listen a minute ...

_____ We'll get to that later.

_____ Who can tell Mrs. Pinetree what her mistake was?

When everyone has finished, work in small groups for about ten minutes, comparing reactions and deciding reasons for them. There will be differences in the opinions. Why? What questions about your working relationships with the learning campers can be brought out by this discussion?

REPHRASING NEGATIVE QUESTIONS TO ELICIT POSITIVE RESPONSE

Instead of commanding, or asking someone to do something with a negative-toned voice, rephrase the question so that the person is more likely to respond in a positive manner.

"Run this up to the office for me." (vs.) "As long as you are going near the office on the way to class, please drop this off for me."

"You don't want to hike all the way to the pond to spend your free time fishing in this rain, do you?" (vs.) "As long as it's raining, let's get out our boots and ponchos for our fishing hike to the pond."

Have each member of the group write down one sentence that he/she said during the day which could have been phrased in a more positive manner.

LISTENING

(A Verbal Presentation to Counselors)

NEWARK CITY SCHOOL DISTRICT

Ritualistic Listening* takes place when individuals have little interest in what is being said because the information is of little relevance at that time. It is polite listening.

Real Listening* happens when statements are meaningful and the information has meaning. When real listening occurs, two things change:

1) participants look at each other, and
2) the space between participants becomes less.

CHECKING YOUR LISTENING ABILITY

1) In the list of names, Donald, John, David, Carl & Kenneth, which begins with the letter J?

2) Suppose you were given these directions: Go to room 431 and look in the lower right-hand drawer and bring me all the boxes of writing paper that are left there.
Were you told to look in the left-or right-hand drawer?
Were you told to go to room 341, 431 or 134?

3) Answer true or false: In the list of words, bee, see, free, glee, me, the second word mentioned is free.

4) Mary asked her husband to bring home meat, milk, cheese and bread. He brought home milk, peas, bread and meat. Which item did he omit?

5) In the list of names, Jennifer, James, Josh, Joyce and Jeffrey, how many are boys' names?

Discuss clarity importance--and problems--when someone "tunes-out"!!

PARAPHRASING

Begin with a controversial statement (eg: "RESOLVED: Sophomores shall be allowed to try out for REE camp counselors beginning next fall").

Person A begins by stating his opinion. In order for B to comment, he must restate what A said to his satisfaction, before stating how he feels concerning the new "change." This continues until all members of the discussion have spoken at one time or another. If an agreement has been met before everyone has had the opportunity to talk, begin with another controversial statement.

This helps with an understanding of what others are saying. On occasion A may have to rephrase what she has said in order for B to fully understand. B must repeat, in different words, what A said to her satisfaction, before explaining how she personally feels.

*Adapted from materials presented at a workshop by the *U. S. Forest Service, Department of Agriculture*

NEWARK CITY SCHOOL DISTRICT

AGE CHARACTERISTICS OF SIXTH GRADERS

The following characteristics of 11-and 12-year-olds are adapted from many sources. Since these are generalizations, not all campers will show all traits.

PHYSICAL

- -talker, wriggler, bouncer
- -unceasingly hungry
- -likes to be in motion and on the go
- -great deal of "messing around"
- -coordination improves

EMOTIONAL

- -craves excitement and physical motion
- -enthusiasm may reach a boisterous pitch
- -new emotional patterns--peaks of intensity
- -mental development is rapid, but emotionally immature
- -increasing self-confidence
- -likes to exercise intelligence
- -tends to be positive and enthusiastic

ATTITUDES

- -growing ability to think and to listen
- -thinking is relatively concrete and specific
- -"trying" to be grown-up, independent from adults
- -interests enlarge
- -eager to take the initiative
- -enters upon a self-chosen task with vim and spirit
- -investigative--curiosity is boundless
- -works hard on exciting jobs
- -ability to plan ahead and make decisions
- -developing a high sense of fair play
- -learning how to fit into society's laws and regulations
- -becoming aware of different ideas of right and wrong
- -beginning to do what is right even if no one is present

INTER-RELATIONSHIPS

- -does not like to be alone
- -likes belonging to a family and the idea of having relatives
- -likes meeting, mixing and competing with peers
- -has ability to work in a team
- -tries to win approval from others
- -likes to be in a close, small group--gang oriented
- -interested in the welfare of the group
- -likes to be taught and makes allies of teachers by adopting them as special members of the group
- -is interested in team games
- -seizes every opportunity to engage in open, outspoken discussion
- -quick to challenge---loves to argue
- -in their element when planning details of an uncharted group project

Hopefully you will be able to use these characteristics to anticipate attitudes in your campers. You may also recognize that sixth-graders need the following:

- -an opportunity to explore, experiment and create
- -to continue to develop respect for campers of the same age
- -an opportunity to help in planning
- -an opportunity to carry out responsibility

THE SIXTH-GRADER*

DEVELOPMENT OF SOCIAL SKILLS

The camp setting is an ideal place to foster such qualities as respect and consideration for others. Camp living is group living 24 hours a day. The camp provides situations in which campers as a group have the opportunity to make decisions which affect others. Such situations develop qualities of leadership. Children learn how to give and take, how to share. As often as possible campers should have the opportunity to decide for themselves.

Campers cannot take a grain of leadership, a lesson in helping others, an understanding of different racial or religious groups, or an increase in their self-confidence home in their pocket to show family or friends. But having them, they can live better all their lives.

At first, they all seem alike. They get off the bus, and it is hard to distinguish one from the other, but very soon the differences begin to show. The "me, too" children, the inseparable companions--all stand out from the group. Soon when a name is mentioned, personality characteristics, as well as physical, leap to your mind.

As a counselor, your job is to note these differences, but you must accept each camper as he/she is. This is not to say you must never try to make changes, but it is part of your job to accept your students, whatever their failings. Try to see what you can do to help those who need it most. Generally speaking, the campers who are least appealing are in the most need of help.

SOME BASIC EMOTIONAL NEEDS

All people have certain basic emotional needs, and all campers have basic needs which one week of camping can help them to meet. For example, young campers need to have a feeling of trust--both in themselves and in others. At the particular age when they are campers, they especially need recognition of their worth as people. Many of them are away for the first time from their most dependable source of recognition, their parents. Every one of your campers will need to feel he/she is liked by someone, and to feel that he/she has a place in the unit cabin. For some, it will be easier than others.

For example, those who have grown up in an atmosphere of love and understanding will probably adapt themselves easily to group living, but those who have been pampered or denied love may be constantly quarreling, or be "mean," or feel alone and unwanted. Such situations cannot be "cured" by inexperienced people in one week's time, certainly, but a lot can be done to make a camper more emotionally comfortable. Remember, this camping experience may be the high point of his/her life.

One of the pitfalls of this awareness of campers' emotional needs is a tendency to become over-protective and to try forcing your way into a child's confidence--to be a "friend" where the friendship of another camper is needed. Your job is to help the camper stand on his own as a person!!

DIFFERENCES IN ABILITY

People have different capacities and abilities for many different reasons. We are not all exactly the same when we are born, and our experiences since birth have done a lot to make us think differently from one another. You know, if you got laughed at the first time you threw a ball or burned yourself the first time you tried to light a fire, the chances are the next time you tried the same thing, you had a hard time. You might even have decided you were not good at that sort of thing.

The same thing is true of campers you will find in any cabin. There will be some who can seem to do anything with a minimum of help. There are others who won't even try. They need a little extra help, perhaps a little gentle pushing. A leader must accept the fact that people differ in ability and that this is bound to influence interests. You, as a counselor, can (suggestively) help a camper try something they may fear, but you must avoid any forcing.

No formula can be applied to working with people because of the fact that each individual is different. That fact is one of the most important for you to keep in mind. People are simply not all alike. Different things have happened to every camper in your group, so you can't measure each student with the same yardstick. However, you can learn to look at each situation from its different angles, and you CAN learn where you can go for help. The Camp Director and teachers can give you valuable assistance in making the camp experience a good one for every child.

*Adapted from *Calumet Girl Scout Council, Hammond, Indiana*

MEETING #6

By now most counselors realize that the training is nearly half over. Fund-raising is underway, and they are beginning to get the "feel" of what their role will be at camp. The "Health Information Sheet" and "What to Bring to Camp" has been shared with sixth-graders at all of the elementary schools, and it is explained thoroughly to counselors at this meeting. The program includes the following handouts:

RANK ORDER stimulates discussion concerning opinions on learning, on the environment and on the likes and dislikes of camp life. After the counselors have ranked each set, they are divided into small groups (5-7) and exchange ideas. This is followed by a class discussion on specific questions.

HEALTH INFORMATION SHEET must be completely filled out and returned within two weeks. If counselors are under 18, the parents must sign. Stressing the importance of filling in all blank spaces helps in camp emergencies.

WHAT TO BRING TO CAMP identifies camp needs for both campers and counselors and answers parents' questions. Additional items counselors are encouraged to bring include: alarm clock, blow dryer, extra socks, extra sweatshirts, radio-tape player, junk food and money for pop. The extra clothing is not for the counselor but for the campers who do not bring enough.

COUNSELOR FEEDBACK was developed from ideas of past counselors. Through discussions, first-year counselors understand how important training is. They quickly realize that being part of the "gang" at the start of the week often leads to difficulties. "Not being their friend until Wednesday or Thursday" takes on new meaning.

The remaining class time is spent in reviewing the habitat classes that will be taught at camp. This gives counselors an idea of which class they might like to teach while at Resident Environmental Education camp.

RANK ORDER -- ENVIRONMENTAL EDUCATION*

*This values clarification activity is designed to facilitate discussion about education, the environment and the camp. Rank Order recognizes that each of the alternatives is equally good and correct. In a values clarification discussion the leader must give the participants an option on whether to respond or pass. Please refer to page 58 of Values Clarification by Simon, Howe and Kirschenbaum for further assistance.**

Rank each set of choices (1, 2 and 3). Discuss your opinion and why you ranked the choices as you did. You are allowed to change your opinion.

1. Which way do you learn best?

____through lectures
____individual study
____small groups

2. Which influences attitudes most?

____home environment
____school environment
____community environment

3. Which is the most valuable flow for learning?

____teacher to student
____student to teacher
____student to student

4. Environmental Education is best taught:

____in the student's community
____through classroom experiences
____at an outdoor education center

5. Teachers should stress:

____facts and concepts
____motor and thinking skills
____attitudes and values

6. In planning an Environmental Education program the following should be considered first:

____materials and equipment available
____variety of study sites
____workshops on environmental techniques

7. Environmental Education concepts would be most difficult to teach in:

____sciences and math
____social studies and language arts
____art, music and physical education

8. Environmental Education is:

____science and nature education
____social sciences
____outdoor and conservation education

*Developed by the Education Section, Office of Publice Information and Education, Ohio Department of Natural Resources, as adapted from *Values Clarification - A Handbook of Practical Strategies for Teachers and Students.* Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum, A & W Publishers, New York, N.Y. 1972

9. Which is the most beautiful sight to you?

____a sunset
____a rainbow
____a waterfall

10. What is the most important thing to learn at camp?

____getting acquainted with nature
____knowing the names of trees, plants and animals
____getting along with other people

11. Which would you most like to do at camp?

____lead songs
____have more cabin-group activities
____have more counselor-lead evening activities

12. Which is the least offensive to you?

____cleaning the bathrooms
____fishing paper out of the garbage container
____getting up at 7:00 a.m.

13. Which is the most important in a friendship?

____loyalty
____generosity/giving
____honesty

14. Which bothers you the least?

____snakes
____spiders
____worms

15. In disposing of solid waste which is the least desirable?

____incineration
____land fill
____composting

16. Which resource is most abused?

____human
____mineral
____wildlife

17. Which is the major urban problem?

____poor housing
____lack of good mass transportation
____industrial exodus

18. Where would you rather live?

____inner city
____suburbia
____rural area

19. Which is the greatest threat to the United States?

____water and air pollution
____overpopulation
____urban decay

20. Which is the most effective way for environmental groups to accomplish their mission?

____support legislation
____combine efforts
____educate the public

RESIDENT ENVIRONMENTAL EDUCATION HEALTH INFORMATION SHEET

NEWARK CITY SCHOOL DISTRICT

Name of Student_____ Teacher's Name_____

Date of Birth_____ Sex_____ School_____

Dates of Camp_____

Address_____ Phone number_____

Name of parent/guardian camper is living with_____

Employer's name_____ Phone number_____

Employer's address_____

Name of person to call in emergency if parent cannot be reached: _____ Phone number_____

Family physician_____ Phone number_____

Normal body temperature_____ Food allergies (please list)_____

Drug and other allergies_____

If camper is on medication *please name it* and give instructions for administering:

_____

(Specific directions should be on package when given to teacher before departure.)

Does camper wet the bed at night?_____ Sleepwalk _____ Other_____

List any factors which could affect your child's care (illness, behavior problems):

_____

_____

Is this your child's first time away from home overnight?_____ Please explain other overnights._____

Your child cannot attend camp until we know the exact date of his last tetanus booster.

Month/Year_____ ☐ Check the box if you intend to get a booster before camp and will send date to teacher at a later time.

I hereby give my permission for_____ to attend the REE Camp. I also give permission for emergency treatment for my child in case of accident or illness.

_____ _____

Date Signature of Parent or Guardian

* * * * * * * * * * *

Licking County Board of Health

"If a child had three DPT's as a baby, another booster at 18 months, and another booster at five years, he/she does not take another tetanus shot for a period of 10 years, or until the age of 15 years."

If you have questions about any part of this form, contact me at 345-9831.

Thank you very much,

_____

Kathleen J. Fortman, Camp Director

RETURN THESE COMPLETED FORMS TO THE CLASSROOM TEACHER IMMEDIATELY!

NEWARK CITY SCHOOL DISTRICT

TO: Parents, teachers and elementary school principals

FROM: Miss Kathleen J. Fortman, REE Director

RE: What to take to camp and other pertinent information

Dear Parents,

Spring marks the time when your child and his class will be leaving for a week of Environmental Education at Camp Ohio. This week of camp will be a unique adventure in the school life of your child. In addition to special habitat studies and environmental studies, a week at camp will offer advantages in group living which only a resident experience can offer.

The week can be one of the high spots of your child's educational experience. It is a carefully planned learning project that cannot be duplicated in the classroom. Democratic group living in the camp environment affords opportunities for healthful living, character development and social adjustment which can rarely be found elsewhere.

In addition to clothes worn to camp, the following should be taken:

ALL ITEMS MUST BE MARKED WITH CAMPER's NAME!

- 3 shirts, blouses or tops
- 1 heavy sweatshirt
- 1 warm jacket or coat
- 4 changes of underclothing
- 1 pair warm pajamas
- 1 pair strong shoes (for hiking)
- 8 pair socks (rainy weather)
- 1 extra pair shoes (tennis)
- 1 pair gloves or mittens
- 1 hat or headscarf
- 3 pairs heavy jeans, slacks
- 1 raincoat and hat*
- 1 pair overshoes or boots (a MUST)*
- 1 sleeping bag or 3 blankets/2 sheets
- 1 pillow and pillowcase
- 1 postcard with stamp (letter home is Tuesday dinner ticket)
- 2 pencils, 1 pen
- 1 small pocketknife
- 1 flashlight with batteries
- insect repellent (not spray cans)
- tissues/handkerchiefs
- 1 bandana or material large enough to make a blindfold for classes
- 2 towels, 1 washcloth, soap, soap dish comb, brush, toothbrush, toothpaste

* *Spring brings rainy weather. Boots are needed for pond and stream habitat class; wading is required for close observation.*

OPTIONAL ITEMS (may be taken but not necessary)

Rod, reel, tackle (for those who wish to fish)
Chewing gum (no other foods, candies or snacks
Camera, film, flashbulbs (nothing fancy)
A good book
Stamps, postcards, letter paper, envelopes
Sunglasses, baseball mitt, playing cards
Bath robe, slippers, shower cap, hand lotion
Safety pins, chapstick

DO NOT BRING: Candy or any other foods, guns, binoculars, hatchets, radios, tape players, walkie-talkies, toys, electronic games, ball bats or any other sports equipment. These are either provided or unnecessary. Students should not bring money. There is no place to spend it!

EMERGENCIES If there should be an emergency at home during your camper's week at camp when it is necessary to contact you child, please contact your building principal to arrange it.

MAIL CALL Camper's name, Camp Ohio, 11461 Camp Ohio Road, St. Louisville, Ohio 43071. Mail from home to camp takes about two days to arrive so mail early in the week. If campers will address and stamp their envelopes to friends and relatives at home, it will save time and expense. Then they can write and mail without searching for stamps and addresses. They must write one card or letter during their week at camp. You are encouraged to write cheerful, newsy letters to your camper to help make the camp week comfortable.

WHEN WILL MY CHILD GO TO CAMP? All classes will leave from their own school by bus and return to the same place. Exact times for departure and return will be sent to you nearer the dates your camper attends camp. Scheduling is being completed at this time.

FOOD ON THE BUS? No. We will serve a hot meal shortly after the buses arrive at camp.

CAMP FEES Each classroom is collecting money individually. Your child may come home any time between now and camp and say that the money is due. The teachers must turn in the class money one week in advance of their date to attend camp. It is good to help the students earn at least part of the fee at home. The fee for camp is $35.00 for the week. This will cover room, board, insurance and all of your child's needs during that week. A portion of that $35.00 fee is paid by some Boards of Education. Check with your school system for weekly fees charged each camper. (Newark City School Board of Education is picking up $5.00 of each camper fee.)

CAMP OHIO The camp's policy is that all children arriving the first day will not receive a refund of deposit should they have to leave camp for reasons of illness, vacation or the like. If, on the other hand, they become ill before boarding the bus the first morning, they will not have attended camp and will be eligible for a refund of money that was turned in by parents (not donated through fundraising, PTA, etc.). The reason for this is that CAMP OHIO makes a certain amount of reservations, food supplies and other accommodations for each student.

SPECIAL MEDICATION Please include one set of instructions with the medicine and one set for the teacher. Medications will not be kept in the cabins. A registered nurse will be dispensing them. See that the teacher has this medication before the bus departs. DO NOT PACK it in camper's luggage.

SPECIAL HEALTH PROBLEM If you would like to discuss it further, you may contact the classroom teacher or me.

* * * * * * * * * * * *

If you have any questions concerning your child's well-being at camp, I would be happy to talk to you; I can be reached through my office between 8:30 a.m. and 4:30 p.m.

Exact times and dates for departure and return of the buses will be sent to you as we receive it. I hope that this information will be helpful in your preparation for camp.

1/80

NEWARK CITY SCHOOL DISTRICT

COUNSELOR FEEDBACK

Last spring all counselors had to fill out an evaluation upon completion of their week at camp. When asked, "WHAT SHOULD WE BE CERTAIN TO TELL NEW COUNSELORS?", these were their replies. This is what they felt was important!!!

1. Get involved with everything--starting with fundraising projects in the fall. It's a great experience and worth all the work.

2. Be on the lookout for kids that are "super sweet"...they are the worst!

3. That your time as a counselor is not successful unless you come home and feel that you have touched the lives of those sixth-graders in some way. If you feel that way, camp was probably a great time for you, too.

4. That you will be awake half the night listening for someone to walk in their sleep, get sick, start crying because of homesickness, or have a bad dream!

5. Pack a lot of extras--the kids forget everything. Be patient!

6. The kids may be rowdy and bratty, but still give them everything you've got because it's worth every minute.

7. Remember that "the kids come first" and to treat everyone the same.

8. Don't worry about yourself--every possible ounce of your energy should be used to help the kids. Know your kids.

9. Watch your kids--24 hours a day! There is no free time for counselors!

10. Don't be a "buddy" to the kids the first couple days, or they get fresh mouths.

11. Be prepared! Know what you're doing before you do it. Know your habitat and what you'll say.

12. "Camp is for the kids." Twenty-four hours/day supervision! Spend 99% of your time with the campers, and only 1% (and no more) with your friends! Give it your all.

13. Put the kids first, yourself second! Get everyone involved; you, too!

14. Know your habitat--inside out and upside down!

15. Act and be responsible and respectable. Those kids are "looking up" to your every move.

16. Be strict with the kids when they need it, but nice when they need it, also.

17. Ride 'em hard the first few days. If you do that, the week will go well.

18. Rule them with an iron fist until Wednesday/Thursday, otherwise they'll ride all over you!

19. Be prepared to have a lot of responsibility--and have a good time!

20. Make sure to gather all the pep and energy you've got and save it for that week with the kids. Also, don't give out your phone number (ring, ring, ring).

21. To be tactful and don't let what the kids say get you down. They test us a lot and you can't show any weaknesses.

22. Leave your own problems and worries at home and devote 100% of your time to those kids! Know your habitats on the first day; and by the end of the week have some high-level energy for that last group.

23. That it's really fun and you learn an awful lot of things out-of-doors and about yourself.

24. To not play favorites with the campers--they can tell.

25. To enjoy the out-of-doors and to try to answer all questions campers ask--even if they sound dumb.

26. That being a counselor is a rare opportunity and privilege and you shouldn't abuse that privilege. The idea is that you have a chance to help a child come out of his shell, realize a dream, or learn to work with others. It's not a popularity contest.

27. New counselors should realize the responsibilities they have to those kids, the program and themselves. Be understanding.

28. Stress "Camp is <u>for</u> kids." Tell them it's not a week of vacation. Pay attention at the meetings in the winter. Everything is important.

29. Be aware that you will not have 10 "normal" campers in your cabin. Don't expect to get much sleep!

30. Give it your all and you will have a rewarding experience.

31. Be prepared for anything. Make sure you know your reasons for being there. If you don't want to be there, don't go.

32. Know your material. Be ready for anything. Be good with your kids--they are people!

33. That it's not as easy as it is said to be. Don't take the training lightly!

34. Get "psyched-up" before you leave home. I didn't this year, and boy, was I sorry!

35. Don't forget your raincoat. Bring something to hang wet clothes up on. Love your kids.

36. Crack down hard on your kids, no matter how bad it makes you feel, then let up Thursday. It will make it all worthwhile by the end of the week.

37. Be prepared to be the idol of a camper one minute and the pits on his list the next.

38. Don't waste even a minute of your time. If you have a spare moment, find a couple of kids! Be ready for <u>anything</u> and <u>anybody</u>!

MEETING #7

This meeting deals with hypothetical situations counselors may encounter during their week of camp. These are actual situations that have happened in the past. The program taps the resources of the Newark Drug Forum for knowledge on problem-solving and role playing. The Newark Drug Forum staff is introduced, along with Psycho-Social Drama, by a 5-minute scene that may happen at camp (stealing in the cabin). The program includes the following handout:

PROBLEM SOLVING/ROLE PLAYING is the method used to demonstrate how counselors can most effectively solve problems. The six-step process (which has been posted) helps counselors identify the problem and a possible solution. After a demonstration, counselors number off into groups (8-10), allowing for one adult facilitator/leader per group. Each group is given a different situation on a note card. Using the six-step process, they have a half hour to solve the problem. As a class, each group shares their problem and their solution using the six-step process. By the end of the class, eight or nine problems and possible solutions have been discussed. With this repetition and the emphasis on the problem-solving process, counselors are better able to identify and deal with problems at camp.

PROBLEM SOLVING/ROLE PLAYING*

The following problem-solving technique is used by the Newark Drug Forum/Crisis Center. The Camp Director and staff members from the Center help in this activity by facilitating interaction.

After separating the counselors into small groups (6-8), assign each group a hypothetical situation (back page). They solve the problem using the following six steps. After 30 minutes the groups role play their assigned situation and identify the solution by explaining the six steps.

(5 min) 1. IDENTIFY AND DEFINE THE PROBLEM.
Who or what is directly affected and how?
Who or what is indirectly affected and how?
Who or what is causing the problem?
In one sentence, describe the major or underlying problem.

(5 min) 2. GENERATE POSSIBLE ALTERNATIVE SOLUTIONS.
Think of as many solutions as possible, including those that may seem ridiculous. Make no judgment or evaluation of any suggestions at this time.

(8 min) 3. EVALUATE THE ALTERNATIVE SOLUTIONS.
What are the possible consequences of each alternative?
Does anyone have any problem with any solution?
Does solution follow camp guidelines? Ohio Law? School Policy?
Is it possible?

(2 min) 4. DECIDE ON THE MOST ACCEPTABLE SOLUTION.
Choose one solution on which everyone agrees and explain why.

(5 min) 5. WORK OUT WAYS OF IMPLEMENTING THE SOLUTION.
Who needs to do what by when?

(5 min) 6. DECIDE HOW YOU WILL EVALUATE THE SOLUTION.
When will you evaluate?
What will count as success?
Who will decide if solution is successful?

**Teacher Effectiveness Training,* Dr. Thomas Gordon, Peter H. Wyden Publisher, New York, N. Y., 1974

NEWARK CITY SCHOOL DISTRICT

1. You are the only counselor at your dining hall table and you notice that one camper is not eating. How will you handle the situation? What will you do if you notice that this is the 3rd-4th meal that has not been eaten?

2. You have a group of campers from one school who have formed a gang in your cabin. It seems that they are pushing the other campers and having fights. How will you handle this situation?

3. You have a real clown in your habitat class who is causing the others to be distracted. How will you handle the situation?

4. One of your campers refuses to take a shower for two days now. First he was allergic to the soap, then can't get his hair wet, etc. You believe that he just doesn't want to take one, not cannot take one. How will you handle this situation?

5. By the end of the second day, you notice that one child in your cabin is not "mixing" with the others and they leave her out. What can you do?

6. One of your campers appears to be quite upset right after lunch (when mail is delivered). You talk to him and he bursts out crying. After seeing the letter and reading it, you find that Mom is talking about how his dog misses him and how they're having his favorite meal tonight. What can you do?

7. One of your campers is continually using profane language--in the cabin, at meals and even on the way to classes. How will you handle this situation?

8. One of your campers has a "crush" (hero worship) on you and is continually hanging on you. How will you handle this situation?

9. Your cabin is quite noisy during "quiet hour" and you have already taken away some of their free time. This hasn't stopped them and you've just about had it! What will you do to handle this situation?

10. The kids in your cabin have alienated two children from the remainder of the cabin group. They claim that the two are stealing such things as magazines and flashlight batteries and bulbs. You now discover that money is missing from your wallet. How will you handle this situation?

11. One of the counselors has become extremely touchy and is irritating other counselors. A number of conflicts are arising and are not being resolved. Now it is affecting the total operation and program of the camp. If you were the Camp Director, how would you handle this situation?

12. While heading toward your cabin from the bathroom at night, you notice a counselor you know smoking outside his/her cabin. The kids are all in bed and the village is basically quiet. As a responsible counselor, how will you handle this situation?

13. As the Camp Director you notice that the junior counselors have formed a clique, as have the senior counselors. Because of this, they are not working as a team, and it is affecting the camp. How will you handle this situation?

MEETING #8

This meeting stresses the responsibility of each counselor. By this meeting, discussions have included first aid, ice-breaker games, creative dramatics, a week's schedule, possible camp situations, questioning strategy, the sixth-grader and the basic forms. This meeting helps to put everything together. The program includes the following handouts:

I AM LOVEABLE is a story that is shared differently every other year so that returning counselors do not become bored. A drama student, who is also a counselor, memorizes and acts out the story. In alternate years the IALAC filmstrip and discussion questions are shared with the group.

Aside from IALAC, several letters from past counselors are read. They are moving and very realistic. Also, in 1975, a tornado touched down a mile from camp, and this storm created a lasting impression for those counselors. A counselor, who was at camp that week, is invited to attend this meeting to share his experience and those of his peers. He begins with the rowdiness and anticipation of fun in the beginning, to the recognition of the responsibility thrust on him, and finally to the fear for his cabin group during the night. Hearing it from him, instead of the director, counselors seem to realize their responsibilities more.

PLEASE COME TO A SLIDE SHOW is given to the counselors so that they may invite their parents to learn more about Newark's Resident Environmental Education Program. This has also been sent to the parents of all sixth-graders.

The remaining class time is spent teaching dining hall songs and graces from the Camp Song Book. Counselors believe this should be included in training so that campers do not know the songs better than the staff.

I AM LOVEABLE*

Hi, my name is Suzy Camper. You may have noticed that I'm wearing a sign--"IALAC." Everyone I know wears one of these signs. Oh, you can't see it, of course, but it's still there, and there's no way I know of that you can take it off. The letters stand for some very important words. The first word is *I*. The second letter stands for *Am*, and the third for *Loveable*. *I am loveable*. Yes, *I am loveable and capable*. And I want everyone to know it. That's why I am wearing this sign. Everyone needs a sign like this one, because we all want people to think of us as being loveable and capable. So many of the things we do every day reflect this need, and we search out ways to prove it to ourselves and others.

Let me tell you about my day today. I woke up to hear my counselors yelling that we were late to breakfast and "Suzy, please hurry." I tried. But as I was rushing to the washstand, I dropped my toothbrush in the dirt. And my tentmates laughed. When I returned, Janie had lost a sock and insisted that I had taken it. I pulled out my red plaid shorts and then saw that the only clean blouse had purple frogs, and my shoelaces had a knot in them. Things began to look better when I smelled the bacon in the dining hall and Sherry asked me to sit with her.

In our rush to get into the building we got separated, and the dining hall supervisor made me sit at the table with some of the older girls. Oh well, the counselor seemed nice enough, and it was my favorite breakfast. As the bowl of oranges was being passed, someone bumped my elbow. And--you guessed it--ten oranges went flying to the sound of laughter. The girl next to me became very motherly, and served the rest of my food, and poured my milk so I wouldn't have another accident. When we picked jobs, the counselor asked trivia questions, but all the older girls knew all the answers (but the last question: "What's the name of the primitive unit on the Nature Trail?"--and I'm the Cinderella).

More bad news when we went back to the unit. My patrol had to clean the latrine, and then I discovered my suitcase was turned upside down in the hurry to get to breakfast. I really didn't hear the counselors when they yelled to line up, and pretty soon I noticed that the rest of the unit had left for the swimming pool. My counselor came to the tent and asked why I was <u>always</u> the last one. I really didn't mean to be late.

Finally I was ready to get into the pool when one of the troublemakers grabbed my cap, blew it up and burst it. When I took the pieces to my swimming teacher, she reminded me that I didn't have enough money in the Trading Post to buy another one. After her lecture, she loaned me one. I was glad to finally get in the pool, because my tears wouldn't show then.

Well, the rest of the day went about the same way, and by bedtime I was feeling pretty low. Right after I climbed into my sleeping bag, I took off my *IALAC* sign and, you know what, it was about the size of a postage stamp."

**This and the questions on the reverse side have been adapted from "I AM LOVEABLE AND CAPABLE: A Modern Allegory on the Classical Put-Down" by Sidney Simon. Argus Communication, Niles, Illinois 60648, 1973*

DISCUSSION QUESTIONS FOR IALAC

1. IALAC is an imaginary label meaning "I Am Loveable and Capable." Everyone has one. Do you think that people make other types of tags or labels for themselves, for example, "I Am Honest" or "I Am Trustworthy"? Can these labels be torn or added to? Can people come to identify one another by the types of labels that they wear? Write a situation where it would be possible for a person to tear away at their own IALAC label.

2. People tear your IALAC sign when they ignore you. You are also tearing someone else's IALAC sign when you ignore them. What does it feel like to be ignored, to be treated as though you weren't even there? If you ignore others, they may begin to ignore you. Would you want this to happen?

3. When someone is pleasant or takes personal interest in you, it gives you a lift and helps "patch-up" your IALAC sign. In your head, make a list of the last few times that you paid someone a sincere compliment or genuine praise for what they had accomplished over the past few days. Then, make a list of the people you have put down, even jokingly, over the past few days. What might this indicate about your sense of contributing to the well-being of others?

4. What is the difference between putting someone down as a joke and putting down someone because you truly dislike them? Is any kind of put-down funny? How does the person who is being put down feel?

5. One form of put down is the turn-down, "don't tell me your troubles" or "stop being so nosy." These types of put-downs plainly indicate that the person doesn't want to be bothered with another's problems. The last time someone asked you for an "ear," did you take the time to listen? Why do you suppose that person chose you to confide in? When was the last time that you confided in someone? Why did you choose that person? Why might it be important for people to take the time to listen to the troubles of others and help, if they can? Why/why not?

6. Many people do not want to "get involved." They build walls around themselves to keep everything and everyone at a distance. "They don't like me - so I won't like them." It's true, a wall will keep the world from getting in, and such people soon discover that they cannot get out. The longer the wall is there, the tougher it becomes to tear it down. What are some advantages of putting up a wall between yourself and others? What are the disadvantages? Now, compare the two. Which do you think is better? You might want to compare your list with others--to see how they feel.

7. Is there a difference between being praised by a close friend and being praised by a stranger? Can someone who is important to you do more to patch up your IALAC label than a stranger? Is there a difference between being put down by a close friend or by a stranger? Does a put-down from a member of your family do more damage than a put-down from a stranger? Why or why not?

8. How can we relate all of this to working with your campers? Must we remember that all of them have IALAC signs, too? We as leaders at camp must do our best to uphold each other's IALAC signs, as well as motivate our campers to build up, not tear down, others' IALAC signs.

PLEASE COME TO A SLIDESHOW OF THE R.E.E. PROGRAM AT CAMP OHIO

NEWARK CITY SCHOOL DISTRICT

Dear Parents:

This spring your child will be offered an exciting opportunity to attend the Resident Environmental Education program at Camp Ohio in nearby St. Louisville. This program is offered to all sixth-grade students in the Newark/Heath area as an opportunity to study the world around them and how it affects them.

The camp is charging us $35.00 per pupil, and the cost per student varies in each school, depending on fundraising projects and PTA involvement. Many classes have begun fundraising projects while others ask each student to work independently. We would like your cooperation in having your child earn at least a small portion of this amount at home. We believe the experience will mean more to your child this way. Your help and encouragement at home will benefit us all in making this year's camp the best yet.

Our Resident Environmental Education experience offers a unique educational opportunity for your child to reach goals not easily obtained in the classroom. To carry out such a program, the sixth-grade classes and their teachers will be transported to a field laboratory during the spring. The camp, located in Licking County, near Utica, is a natural area with over 200 acres of forested land, a stream, a large pond, and other natural and historical formations.

The art of living together is another aspect of Resident Environmental Education which provides educational opportunities for your child. The dynamics of working, eating, playing and learning together will help your child recognize and utilize the skills necessary for individual and group success. Cooperation, responsibility, participation and consideration are placed in a perspective that your child may more easily understand.

By now you should have received information concerning what your child should take to camp and answers to some of the questions you undoubtedly have. I will be presenting a program for parents on two evenings at different locations. You are welcome to come to either one. At that time, I will be glad to answer your questions.

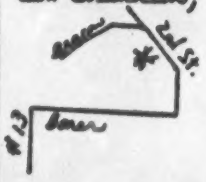
Sincerely,

Kathleen J. Fortman

Kathleen J. Fortman
R.E.E. Director

Thursday, February 7th
John Clem, 7:30 p.m.

Thursday, February 14th
Ben Franklin, 7:30 p.m.



MEETING #9

In this Sunday afternoon meeting, counselors are required to attend one of the two-hour classes. It is at THE DAWES ARBORETUM, south of Newark. The naturalists at Dawes help counselors become acquainted with the natural surroundings which are similar to those at Camp Ohio. Half of the class meets the first two hours, the other half the second. Naturalists share basics with the counselors for the first hour. The second hour, counselors are divided into smaller groups and work with teachers, college students or past counselors that have an interest in and knowledge of the out-of-doors.

HIKING GUIDELINES was developed to help counselors lead campers on an awareness hike the first day.

THINGS OFTEN FOUND ON A NATURE WALK is a list used by leaders on one of the many paths at Dawes. Although this handout is not given to counselors that day, but shared later, the walk itself gives counselors a chance to see how to lead an awareness hike. Identification is not important but the experience of finding plants, seeing evidence of animals and understanding concepts helps counselors prepare to lead their own hike at camp.

HIKING GUIDELINES*

During the day this hike provides an awareness of what can be found in the natural world. At night a hike through the same area helps students become more aware of themselves and nighttime changes in the world around them. The following thoughts will help build confidence as well as set the mood through the entire hike.

ENTHUSIASM:
Respond to and encourage children's enthusiasm and curiosity. Share your own excitement whenever possible. It's contagious.

ASK RHETORICAL QUESTIONS:
Stimulate thinking by asking a series of questions for effect, expecting no answers. If you were a tree, how would you feel about: living in this forest?; having animals use you as a home?; seeing fall approach?; being cut down?

EYE CONTACT:
People relate well to others who look at them. By having the group around you when you talk, each person will be able to hear what you say and feel you are interested in him/her.

ANSWERING QUESTIONS:
In response to, "What's that?", ask leading questions to get students to examine or describe the object more closely. The students will remember more because, instead of just naming the object, they have been active in observing its characteristics.

TALK ON THEIR LEVEL:
Remember to use language and ideas appropriate for the age level of your group.

DON'T JUST TALK TO THEM, HAVE THEM USE THEIR SENSES:
By encouraging students to use all of their senses (hearing, tasting, touching, smelling and seeing) they become more aware of the total environment.

PERSONALIZING THE EXPERIENCE:
You can help the child better relate to the environment by discussing geological history or past and future events in the area. You may also help by relating the area to other familiar places (school yard) or experiences (birds flying/you swinging).

TONE OF VOICE:
Speaking in a quiet, even voice will set the mood of a hike. Voice control also gives clues to the leader's self-confidence and group control.

*Portions adapted from *Guidelines For Resource People*, developed by the Education Section, Office of Public Information and Education, Ohio Department of Natural Resources

NEWARK CITY SCHOOL DISTRICT

THINGS OFTEN FOUND ON A NATURE WALK

This list identifies plants and their remains, evidence of animals that live in the area, and concepts that can be readily seen and explained between the training day in February and the last day of camp, May 1.

PLANTS AND THEIR REMAINS

1. GROWING
   - Violets
   - Ferns
   - Dandelions
   - Skunk Cabbage
   - Shoots

2. DECIDUOUS
   - Bark
   - Burls
   - Seed Pods
   - Buds
   - Leaves (oak)

3. SEEDS/FRUIT
   - Pine Cones
   - Acorns
   - Walnuts
   - Sweet Gum
   - Honey Locust

4. VINES
   - Grape
   - Vir. Creeper
   - Raspberry
   - Blackberry
   - Green Briar
   - Poison Ivy

5. SIMPLE
   - Lichen
   - Fungus
   - Moss

6. REMAINS
   - Q. Anne's Lace
   - Milkweed
   - Thistle
   - Goldenrod

7. CONIFEROUS
   - Rhododendron
   - Pine
   - Spruce
   - Fir

EVIDENCE OF ANIMAL LIFE

1. NESTS
   - Bird
   - Squirrel
   - Moths
   - Butterflies
   - Galls

2. HOLES
   - Chipmunk
   - Snake
   - Raccoon
   - Woodpecker
   - Bird

3. EVIDENCE
   - Scat
   - Pellets
   - Nut Shells
   - Holes
   - Larvae
   - Skeleton/shell

4. TRACKS
   - Deer
   - Rabbit
   - Bird
   - Raccoon

5. SOUNDS
   - Birds
   - Insects
   - Scurrying
   - Human

CONCEPTS:

Succession

Interdependency (food web)

Diversity (plants/tree bark)

Recycling (death-decay-rebirth)

Camouflage

Hatitat-niche

Territory

Predator-prey

MEETING #10

This meeting explains the five habitat classes taught in Newark's Resident Environmental Education program including Forest, Orienteering, Pioneering, Water/Wildlife Studies and Wilderness Survival. Since each camp offers opportunities to develop classes that are unique to the area and of most interest to the school system, these class studies are not included in this manual.

MEETING #11

This is the last formal meeting. As a "wrap up," the counselors folk and square dance under the direction of a physical education teacher. All fundraising money, permission slips for the training day at camp, and health information forms are turned in, and any other Resident Environmental Education business is completed at this meeting.

MEETING #12

Every sixth-grade teacher comes to this meeting knowing which habitat class they will teach. (They can arrive 30 minutes into the meeting.) Counselors are assigned their week of camp. They then choose which class they want to help teach and meet with their respective teacher. Then it is each teacher's responsibility to get their week's group together and decide who will be teaching which section of the two-hour habitat class.

MEETING #13

The training day at Camp Ohio includes:

- -A two-hour simulation class of the habitat that counselors will help teach. This is taught by a teacher/naturalist that thoroughly knows the habitat class as it is written.
- -Fire building for cookouts with an opportunity to build a fire.
- -Flag Ceremony including its raising, lowering and possible variations.
- -A tour of camp showing counselors where everything is located.
- -Dining hall procedure including entering, table hopping, setting up and taking down tables.
- -Emergency procedures.
- -The proper procedure for leading a night hike through an actual experience.